



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EXPLORATIONS ACADEMY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X251

PRINCIPAL: SUSANA HERNÁNDEZ **EMAIL:** SHERNAN10@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Susana Hernandez	*Principal or Designee	
Kerry Eck	*UFT Chapter Leader or Designee	
Juana Elwin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ramish Prasad Bueno Joshua Angelina Vargas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tammy Nin	Member/UFT	
Raul Garcia	Member/UFT	
Carmen Gonzalez	Member/Parent	
Maritza Elwin	Member/Parent	
Rosibeth Elwin	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN

SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1-To improve our yearly attendance
By June 2013 our yearly attendance will increase to 83 percent or higher.

Comprehensive needs assessment

According to our progress report and ATS attendance was 80 percent for the school year. By June 2013 our attendance will increase to 83% or higher.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

This year we hire a full time attendance teacher to conduct home visits with a pattern of low attendance. In addition, our attendance team collects, analyze and post color coded monthly grade attendance showing progress in our attendance rate. By-weekly attendance team meeting to discuss open 407, students at risks and attendance incentives. Our attendance teacher and guidance counselors conduct meeting with parents and students that have multiple unexcused absences and develop an attendance contract. In grade team monitor individual student progress and discuss strategies for keeping students with low attendance engage in school daily. Our guidance counselors conduct weekly counseling intervention groups to provide guidance and emotional support

b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Our staff participates in on-going daily professional development through common grade level planning time to enhance collaboration, professional growth and to increase students' academic achievement. Teachers and Guidance counselors meet weekly in grade teams to discuss individual student progress. Content teachers and Special Education teachers meet weekly during common planning time and preparation periods to scaffold instruction to meet the needs of our IEP Students. Weekly grade team meetings in Common Planning time to monitor the progress. Finally, all grade teams identify a target group, which include the lowest third students for the purpose of assessing student work, creating assessments and identifying effective instructional strategies.

c) staff and other resources used to implement these strategies/activities,

Principal, Assistant Principal, Guidance Team, Teachers, Attendance Teacher, Community Associates, Pupil Accounting Secretary

d) Timeline for implementation.

- Chart and display monthly perfect attendance and attendance percentage by grade.
- Our attendance team review student's progress bi-weekly and create incentives to improve attendance
- At the end of each semester students and grade advisors review students' transcript and review progress.
- Guidance Counselors evaluate students' attendance at the end of each semester to identify students who need intervention.
- Increase in the number home visits by attendance teacher as

- Sign in sheets and agendas for attendance team meetings and guidance intervention by students and parent

Strategies to increase parental involvement

- Conduct meetings with both parents and students and develop individual attend sign by both
- Counselors conduct parent workshops on understanding graduations requirements and how low attendance affect the student
- Parents are notified every time students are absent. Meetings with students with excessive absent to draw up a plan of action to improve student attendance.
- Meetings with parents of students that are not on track to graduate to develop individual graduation contract

Strategies for attracting Highly Qualified Teachers (HQT)

In order to attract, recruit and employ highly qualified teachers a hiring committee review applicants resume. We recruit at various educational institute and ongoing communication with NYCDOE Office of Recruitment, Teach for America, Fellows and referrals from our staff. In addition, we receive referrals from our school partner Lehman College, other higher learning institutions and our Network.

Service and program cooperation

- Hire a full time attendance teacher to conduct home visits with a pattern of low attendance
- Collect, analyze and post color coded monthly grade attendance showing progress in our attendance rate
- By-weekly attendance team meeting to discuss open 407, students at risks and attendance incentives
- Conduct attendance incentives trips for students with perfect attendance
- Conduct meeting with parents and students that have multiple unexcused absences and develop an attendance contract.
- In grade team monitor individual student progress and discuss strategies for keeping students with low attendance engage
- Weekly guidance intervention to provide guidance and emotional support

Budget and resources alignment

- Title I will used for after school tutoring, credit recovery and Saturday Regents Review program
- Educational software for APEX and Aventa online credit recovery
- Title III will be set aside for English Language Learners support
- Contract for Excellence (C4E) allocations will be use to support a Extended day after school program

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2- Improve Math teacher's capacity to utilize Common Core Standards.

By June 2013 all Math teachers will infuse Common Core Standard in two of the curriculum units.

Comprehensive needs assessment

Our data analysis (progress report, regents, Acuity and other summative assessments); indicates that while our students are passing the Math Regents exams, many of them are not scoring 80% or higher. Currently, CUNY requires 80% or higher in any of the Math Regents exams to be accepted to a 4th year institution. Although we have made great strides in student achievement, many students need the rigorous work necessary to prepare them with the skills to succeed when they enroll in college or begin a career. Therefore we need to begin adjusting our curriculum and instruction toward higher expectations of the Common Core.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups

We will engage students in two math task aligned to the Common Core standards. The tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Our Math teachers will develop a coherent Math rubric to assess the Common Core Units. Math teachers will write two units to engage students in tasks that require them to demonstrate their ability to develop their mathematics skills using common core aligned tasks.

b) staff and other resources used to implement these strategies/activities,

One Math coach will work twice a month with our Math teachers to support implementation of the Common Core Standards. The coach also conducts observations and individualizes Professional Development. Teachers and administrators participate in professional development to understand and scaffold the common core standards. Math teachers will meet in grade teams to analyze student work to understand the level of performance needed for implementing the Common Core.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All math teachers engage in weekly department and grade team meetings to collaborate in developing the Math unit. All teachers conduct interim-assessments, unit and summative assessments. Teachers meet weekly in grade team meetings analyze student work to understand the level of performance needed for Common Core. Our daily Common Planning time our teachers collaborate to discuss, inquiry target group, analyzing student work, department meeting, and inter-visitations feedback. School wide presentations to share effective implementation and progress towards implementing the Common Core.

d) Timeline for implementation

- September – November- implement one unit and create an additional Common Core Unit
- November -January -- Unit feedback using student work
- February- March Implementation of the second unit
- March-May – Second unit feedback using student work
- June - School wide Common Core student work units presentations

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, in math
- Develop and distribute letters or publications to keep parents informed about school Common Core Standard activities and student progress
- Provide parents timely information regarding performance profiles with individual student assessment results for each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Among the strategies that we have instituted to attract, recruit and employ highly qualified teachers are: Hiring committee to review applicants resume.
- We recruit at various educational institute and ongoing communication with NYCDOE Office of Recruitment, Teach for America program, and referrals from our staff. In addition, we receive referrals from our Network.

Service and program coordination

- Teachers and administrators will participate in professional development to understand provided by the network and scaffold the common core standards.
- Grade teams will analyze student work to understand the level of performance needed to achieve common core.
- In weekly Math department meetings develop the units and performance based assessment infusing common core.
- The Math coach will work bi-weekly with the Math teachers to nurture and support teacher implementation of the Common Core Standards.
- School wide presentations shared effective implementation and progress towards implementing the Common Cores.
- All our math teachers will attend the National Math Conference for professional development.

Budget and resources alignment

Title I will be used for curriculum and Professional Development and instructional materials

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 -Improve instruction by working with teachers using the “Danielson Framework” as tool to observe and provide feedback to teachers. By June 2013, administrators will conduct at least six observations.

Comprehensive needs assessment

Our focus last year was based on using “Danielson Framework” to provide informal feedback. Through our frequent observations, we determined that by focusing on three instead of six domains, our teachers will have a comprehensive understanding the domains. We as administrators will develop an ample understanding the individual teacher professional developments needs and capacities. In addition, we noticed that through more frequent informal feedback most of our teachers improve their instructional practice. High-quality teaching is the most important tool to help our students reach higher standards. The implementation of the Danielson Framework provides our teachers a clear reference to improve instruction and meet the needs of all learners.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

All learning activities and strategies will be appropriate to both the content and learning requirements of our ELL, Special and our low performing students. The content, process and assessments reflect the instructional outcome of the lesson. Teachers document student’s progress during and at the end of each lesson. Teachers will use formative assessments to provide diagnostic opportunities for all students to demonstrate understanding of the lesson so teachers could make adjustments during the lesson. All teachers will create instructional sequences of activities and learning exercises to make it accessible to all students.

b) staff and other resources used to implement these strategies/activities,

Using Danielson Teaching Framework, administrators will conduct informal evaluation on the following: domain 3b, 3d and 1e. Administrators conduct short, frequent cycles of classroom observations and provide teachers with timely, specific, evidence based feedback using the Danielson Teaching Framework. We will utilize classroom observations, learning walkthrough to capture effective implementation and progress towards the Danielson’s Framework.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Our teachers will strengthen their own capacity by conducting weekly inter-visitations in their grade team to provide high-quality feedback to each other. During Common Planning time our teachers will use the Danielson Framework rubric to provide feedback and to improve their practice and planning. Teachers and Administrators will identify best practice to share with the entire staff.

d) Timeline for implementation

- **September –November- Domain 3d-Using Assessment in Instruction**
- **December –March Domain 3b-Questioning Assessment**
- **March –June - Domain 1e Designing Coherent instruction**

Strategies to increase parental involvement

- Distribute letters and publications to keep parents informed about school Common Core Standard and students progress
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Parents will be encourage to participate on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee

Strategies for attracting Highly Qualified Teachers (HQT)

In order to attract, recruit and employ highly qualified teachers a hiring committee review applicants resume. We recruit at various educational institutes and have ongoing communication with NYCDOE Office of Recruitment, Teach for America, Fellows and referrals from our staff. In addition, we receive referrals from our school partner Lehman College, other higher learning institutions and our Network.

Service and program coordination

- Administrators will conduct short, frequent cycles of classroom observations and provide teachers with timely, specific, evidence based feedback.
- Using the Danielson Framework, administrators will conduct informal evaluation
- Utilize classroom observations, learning walks and team walkthrough to capture effective implementation and progress towards the Danielson's Framework.
- Low inference observations data will be utilized to develop a chart with teachers' short and long term goals, strengths, and area of needs
- Teachers will attend Professional Development to understand and the Danielson Framework rubric

Budget and resources alignment

Title I will be used for instructional materials

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4- Improve English teacher's capacity to utilize Common Core Standards.
By June 2013 all English teachers will infuse two Common Core units in the curriculum.

Comprehensive needs assessment

Our data analysis (progress report, regents, DY0 and other summative assessments); indicates that while our students are passing the English Regents exams, many of them are not scoring 75% or higher. Currently, CUNY requires a 75% or higher in the English Exam for students to be consider college ready. Addressing the literacy deficit is a continuous challenge at Explorations Academy. In an attempt to create literacy capacity that promotes successful learning we will focus on integrating the new Common Core Standard.

Instructional strategies/activities

a) strategies/activities that encompass the needs of identified student subgroups,

We will engage students in two English tasks aligned to the Common Core standards. The task will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Students will demonstrate their ability to construct and investigate the analysis behind arguments to arrive at a practical solution.

English teachers will have two written units to engage students in completing a task to read, write and analyze tasks aligned to the common core standards.

b) staff and other resources used to implement these strategies/activities,

One Literacy coach works Monthly with our English teachers to support implementation of the Common Core Standards. The coach also conducts observations and individualizes Professional Development. Teachers and administrators participate in professional development to understand and scaffold the common core standards. Additional workshops include the following: Developing DY0 and English assessments, attend network Common Core training at Teachers College.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All English teachers engage in weekly department to collaborate in developing the English Unit. All teachers conduct interim-assessments, unit and summative assessments. Teachers meet weekly in grade team meetings analyzing student work to understand the level of performance needed for Common Core. Our daily Common Planning time our teachers collaborate to discuss, inquiry target group, analyzing student work, department meeting, and inter-visitations feedback. School wide presentations to share effective implementation and progress towards implementing the Common Core based. Starting in the 11th grade students will take AP English Language to ensure that our students develop the necessary writing and higher order thinking skills to receive a 75% or higher in the English regents exams.

Timeline for implementation.

- September – November- implement one unit and create an additional Common Core Unit
- November -January -- Unit feedback using student work

- February- March Implementation of the second unit
- March-May – Second unit feedback using student work
- June - School wide Common Core student work unit presentation

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level in literacy
- Develop and distribute letters or publications to keep parents informed about school Common Core Standard activities and student progress
- Provide parents timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

In order to attract, recruit and employ highly qualified teachers a hiring committee review applicants resume. We recruit at various educational institute and ongoing communication with NYCDOE Office of Recruitment, Teach for America, Fellows and referrals from our staff. In addition, we receive referrals from our school partner Lehman College, other higher learning institutions and our Network.

Service and program coordination

- Teachers and administrators will participate in professional development to understand and scaffold the common core standards.
- Grade teams will analyze student work to understand the level of performance needed for common core.
- In weekly department meetings develop the units and performance based assessment infusing common core.
- By weekly meetings with an ELA coach with the English Department to nurture and support teacher implementation of the Common Core Standards.
- School wide presentations share to capture effective implementation and progress towards implementing the Common cores.

Budget and resources alignment

Title I will used Curriculum and Professional Development coach and instructional materials

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5- Improve Science and Social Studies teacher’s capacity to utilize Common Core Standards.
By June 2013 Science and Social Studies teachers will infuse two Common Core units in the curriculum.

Comprehensive needs assessment Our data analysis (progress report, regents, DY0 and other summative assessments); indicates that while our students are passing the Regents exams, many of them are not scoring 75% or higher. Currently, CUNY requires a 75% or higher in the English Exam for students to be consider college ready. Addressing the literacy deficit is a continuous challenge at Explorations Academy. In an attempt to improve our students' literacy capacity we will focus on integrating the new Common Core Standard in Science and Social Studies.

Instructional strategies/activities

d) strategies/activities that encompass the needs of identified student subgroups,

We will engage students in two Science and Social Studies tasks aligned to the Common Core standards. The task will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Students will demonstrate their ability to construct and investigate the analysis behind to arrive at a practical solution. Science and Social Studies teachers will have two written units to engage students in completing a task to read, write and analyze tasks aligned to the common core standards.

e) staff and other resources used to implement these strategies/activities,

Principal and Assistant Principal will support implementation of the Common Core Standards. Administration also conducts observations and Professional Development. Teachers and administrators participate in professional development to understand and scaffold the common core standards. Additional workshops include the following: ISA winter institute, Math and Science National conference and attend network Common Core training at Teachers College.

f) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

All Social Studies and Science teachers engage in weekly department to collaborate in developing the Unit. All teachers conduct interim-assessments, unit and summative assessments. Teachers meet weekly in grade team meetings analyzing student work to understand the level of performance needed for Common Core. Our daily Common Planning time our teachers collaborate to discuss, inquiry target group, analyzing student work, department meeting, and inter-visitations feedback. School wide presentations to share effective implementation and progress towards implementing the Common Core based. Starting in the 11th grade students will take AP English Language to ensure that our students develop the necessary writing and higher order thinking skills to receive a 75% or higher in the English regents exams.

Timeline for implementation.

- September – November- implement one unit and create an additional Common Core Unit
- November -January -- Unit feedback using student work
- February- March Implementation of the second unit
- March-May – Second unit feedback using student work
- June - School wide Common Core student work unit presentation

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level in literacy
- Develop and distribute letters or publications to keep parents informed about school Common Core Standard activities and student progress

- Provide parents timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information

Strategies for attracting Highly Qualified Teachers (HQT)

In order to attract, recruit and employ highly qualified teachers a hiring committee review applicants resume. We recruit at various educational institute and ongoing communication with NYCDOE Office of Recruitment, Teach for America, Fellows and referrals from our staff. In addition, we receive referrals from our school partner Lehman College, other higher learning institutions and our Network.

Service and program coordination

- Teachers and administrators will participate in professional development to understand and scaffold the common core standards.
- Grade teams will analyze student work to understand the level of performance needed for common core.
- In weekly department meetings develop the units and performance based assessment infusing common core.
- Weekly meetings with lead social Studies and Science teacher to nurture and support teacher implementation of the CCS
- School wide presentations share to capture effective implementation and progress towards implementing the Common cores.
- Science teachers will attend the National Science conference

Budget and resources alignment

Title I will used Curriculum and Professional Development coach and instructional materials

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	61	61	84	84	84			
10	83	55	30	87	95			
11	10	30	15	17	93			
12	16	37	4	33	88			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Supplemental double period classes to support all incoming 9th grader performing at level 1 and 2 in reading for all ELA classes during the regular school day. Students who have scored below passing on the Regents exam receive additional instruction in the summer and Saturday academy prior to the regents. In addition, because of our extended-day schedule, students receive 48 minutes of instruction every day for each class. In addition, regent preparation classes for all 12th graders who have scored below a 75 or higher in the ELA Regents exams. These students also receive additional instruction on Saturday School.
Mathematics	Integrated Algebra and Geometry classes to support all 9 th and 10 th grader during the regular school day. In addition, regents prep class for 10 th , 11 th and 12 th grader who have scored below passing or 75% or higher on the Integrated Algebra and Geometry Regents exams and receive. Additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, time each week during after school. Mock Regents and item analysis are given to identify if the students are on target to take the Regents Exams
Science	Supplemental classes to support grade level Science classes during the regular school day and ninth period. Additional regents prep class for 10th grade students who have scored below passing on the Living Environment Regents exams and receive additional instruction on Saturday. Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, time each week during after school. Mock Regents and Item analysis are given to identify if the students are on target to take the Regents Exams
Social Studies	Supplemental classes to support grade level Social Studies classes during the regular school day and ninth period. Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, time each week during after school. Mock Regents and Item analysis are given to identify if the students are on target to take the Regents Exams

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Guidance counselors offer services individual and group sessions for both mandated and non-mandated students. Counselors conduct individual Parental Conferences to discuss transcripts and progress in school for all students. Students targeted for academic intervention services receive individual, group counseling and class intervention. Counselors get referrals from teachers, school staff, and class observations about specific student needs. We promote student success by providing preventive and intervention services and respond to students' needs by addressing academic, career, and personal/social development for all students. We have two Guidance counselors. One counselor works with 9th, 10th and Special Education students. The other counselor works with 11th, 12th and English Language Learner. Our counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum:</p> <ol style="list-style-type: none"> 1) Implements developmentally appropriate and prevention-oriented group activities to meet students' needs and support school goals 2) Provides leadership and collaborates with other educators to ensure student's academic success 3) Provides individual and group counseling to students with identified concerns and needs 4) Implements effective referrals and follow-up processes 5) Participates in professional developmental activities to improve knowledge and skills. 6) Fosters early awareness and exposure to colleges and careers.
<p>At-risk Services provided by the School Psychologist</p>	<p>The School Psychologist provides services for all our IEP students and at-risk students.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The Social Worker provides services for all our IEP students and at-risk students.</p>
<p>At-risk Health-related Services</p>	<p>Our counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christ Groll/Jimenez Christina	District 12	Borough Bronx	School Number 251
School Name Explorations Academy HS			

B. Language Allocation Policy Team Composition [?](#)

Principal Susana Hernandez	Assistant Principal Robert Drach
Coach Ms. Daniels/ ELA	Coach Anthony Rotonno/ Math
Teacher/Subject Area Lillian Velez - ESL	Guidance Counselor Raul Garcia
Teacher/Subject Area Tammy Nin - Bilingual Teacher	Parent Francisco Gonzalez
Teacher/Subject Area Nelson Vega-Feliciano	Parent Coordinator N/A
Related Service Provider Milagros Rodriguez	Other Alfonso Santiago
Network Leader Christina Maria Jimenez	Other Yadhira Rodriguez

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

D. School Demographics

Total Number of Students in School	366	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	19.40%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The first day during registration we identify our ELL students by conducting an oral interview to assess Language proficiency. Then after the interview students are provided with the home language Identification survey conducted by the Community Assistant, Ms. Rodriguez. Within the first 10 days our ELL students receive the LAB-R is administered to new comers (over-the-counter) by Ms. Velez, ESL Teacher. If the students are identified as ELL 1 Spanish then the Spanish Lab will be administered completed by Ms. Velez or Ms. Batista NLA Teacher. Students who are identified as ELLs are evaluated every year using the NYSESLAT. Data is evaluated to determine program placement (e.g. the number of hours in ESL classes).

Every year Ms. Velez, (ESL Teacher) review our NYSESLAT and RLAT report from ATS to determine the students eligibility and proficiency level. Every year during the allocated ESL period the Writing, Reading and Listening Speaking components are administered to all ELL within the mandated NYSESLAT time frame.

2. Students who are matched to our school by OSEPO come for orientations in July and or August. During orientation we explained the three ESL program available in the DOE. We also explained the requirements of the Dual Language, FreeStanding and the Transitional Bilingual program. We Explained to the parents that our school offers Freestanding ESL program. For parent who select the Free Standing ESL program will begin the intake process conducted by Ms. Rodriguez, Community Assistant and Mr. Garcia, Guidance Counselor. Parents who determine that our model is the best match for them enroll in Explorations. Students will be placed in classes according to their needs, transitioning fully into English-language classes with Freestanding ESL classes. Parents who determine that they need a different model usually return to OSEPO to get a different placement. However most of our parents select our Free-Standing ESL program.

3. Ms. Velez, ESL, Coordinator creates entitlements letters based on students performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). The parent Coordinator print the Survey and program selection form and mailed out to all our ELL parents. After the parents returned the parent survey and program selection form, they are maintained in the student record office.

4. Parents receive a placement letter in English and in their native language indicating the student ESL instructional program. The placement letter identify that students are placed into one of 3 group based on language proficiency by level:

ADVANCED STUDENTS are in a freestanding ESL class daily for 1 period a day for a 240 minutes a week.

INTERMEDIATE STUDENTS are in a freestanding ESL class daily for 2 periods a day for a total of 480 minutes per week.

BEGINNER STUDENTS are 3 periods a day of freestanding ESL class daily for a total of 720 minutes week. A copy of this letter is maintained the student record and in the ESL teacher student folders.

5. Our ELL team meets biweekly to monitor our parents choice. For the past few years, our data indicates that our ELL parents are supportive of the freestanding ESL instruction program. This data trends were obtained through informal conversation, parent survey, program selection form and consultation with parents. Students are then schedule for the ESL classes according to their proficiency level. In addition, for Spanish native speaker students are schedule to receive their content classes in their native language whenever possible. A bilingual Para is also schedule in this classes to provide additional ELL 1 support. We monitor our trends in parents choice

by conducting biweekly ELL team meetings and discussing future student instructional needs. As we receive additional students and other students become proficient our ELL team monitor the parent choice and revised the student's instruction according to their parents choice. In addition, ELL's parents workshop are created base on this data.

6. Our models are aligned with our parents request. As described above, our parents have expressed satisfaction in the current ESL program models. We will emphasize the needs of these models in our hiring, programming, and scheduling decisions.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	23
SIFE	5	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	25

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	30	5		16			25			71
Total	30	5	0	16	0	0	25	0	0	71

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	32	10	11	64
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic											1			1
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2			4
TOTAL	0	13	37	10	11	71								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

At Explorations Academy, we have several organizational models to deliver instruction. First, instruction is delivered to all students in freestanding ESL classes. Next, students with specific instructional needs receive additional Academic Intervention Skills English classes. These students also receive online literacy program (Achieve 3000) which differentiate and adjust to students reading level and have an auditory visual component to address the need of our ELL. Finally, teachers meet in both grade team meetings and content area meetings to work collaboratively to design instructional delivery. In addition, class of students travel as a group.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

At Explorations, all students are placed into their classes by grade based on students' level of English and passing scores on Regents and other assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and performance.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

Our ESL Guidance Counselor Mr. Garcia and ESL teacher meet to identify the ESL students and their levels. Students are scheduled in ESL classes according to their level beginners, intermediate or advance. We ensure the students receive the mandated number of instructional minutes by scheduling 3-48 minutes periods for beginners 2- 48 minutes periods for intermediate and one 48 minutes period for advance five days a week.

 - a. Students are scheduled in the allocated time for ESL, ELA and NLA classes with licensed teachers in all areas.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

In Science classes, instruction is delivered according to the English proficiency level of each classroom in English or Spanish. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. In addition, our teachers employed inquiry-based instructional approaches such from Think-Pair-Shares, Group work Collaborative, differentiated instruction, Bloom's Taxonomy, Technology-rich lessons, and Assessing for learning strategies.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the

A. Programming and Scheduling Information

English proficiency of the students in the 9th grade. In 10th grade, and 11th grade delivered of instruction is in English with and additional support with a Bilingual para. To facilitate understanding and comprehension, we use scaffolding; Assessing for Learning, and project based learning. Literacy strategies are infused within the content instruction. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology.

In English, instruction is delivered in either English for advance student with differentiation and push-in for ELL-SWD according to the English proficiency of the students. In addition, a Literacy Skills class to support students. ESL and NLA support concepts and skills embedded in ELA New York State Standards and performance indicators. .

In mathematics, instruction is delivered according to the English proficiency. In 9th grade, our classrooms has a bilingual para to support the beginners. In the 10th grade and 11th grade, we have a bilingual paraprofessional to support intermediate and advance students. Although students are grouped according to their proficiency in language or numeracy or score in the Standardize Regents exams depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated instruction in each classroom and push-in sessions to meet the needs of all students in all programs.

4. How do you ensure that ELL's are appropriately evaluated in their native Language?

All our ELL receive evaluation in their native language whenever possible. Student also receive translation services for the assessments by our bilingual paraprofessional. In additon all students receive glosseries in their native language.

5. a. Describe your instructional plan for SIFE.

Students who are recognized SIFE receive additional focus instructions. ESL teacher and Paraprofessional provide pull-in with these students and after school tutoring. Teachers also meet in content inquiry teams and grade teams to look at student work and discuss these students' needs, strengths, weaknesses, and progress and determine effective teaching strategies. Students are arranged in both heterogeneous groups according to English proficiency.

In Science, SIFE are promptly given diagnostic content tests to gauge target areas. After-school and Saturday tutoring services are then provided to strengthen weak content-area knowledge.

In Math, SIFE are placed in the same learning environment according to their needs in math. After-school tutoring for the target population will include SIFE students that need intense intervention to advance them to the current level of instruction. When the Push-In method is used in mathematics classrooms, one of the teachers will provide extra support for SIFE students during the lesson.

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

In the ninth grade, our school use diagnostics to place students in appropriate (ESL Classes) according to their proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the 10th and 11th grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take Additional English classes.. Students who equalify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to Push-in instruction in ESL. Students receive after school tutoring and Saturday academy, school for additional support in preparation for ELA Regents. In math, 9th grade students are taught in English with native language support. As students progress, native language supports are gradually withdrawn to accommodate students' growing English proficiency levels. By 11th grade, students are expected to learn at the regent's level, in English. In Science, one of the four 9th grade classrooms receives instruction in their native Spanish language. Additional support materials consist of distributable lessons in the native language as well as online materials. Teachers provide continuous periodic assessment (diagnostic, formative, summative, and predictive exams) to help focus and gauge the effectiveness of content, language, and critical thinking skills acquisition.

c. Describe your plan for ELLs receiving service 4 to 6 years.

In Students receiving long-term ELL services are placed in classes to meet their needs. They receive double period of literacy and core content classes with a smaller class size. Many of these students are also part of the inquiry team, where teachers focus on their specific learning needs and create interventions strategies. In addition, tutoring is provided based on individual needs of the students. The students are monitored to check the progress they are making and to address their learning needs. All students are expected to complete the requirements for graduation within the four years. Additional support is provided w

d. Describe your plan for Long-Term ELLs (completed 6 years).

For our long-term ELLs, all students are receiving their appropriate number of ESL instructions from Ms. Velez (cetified ESL teacher).

A. Programming and Scheduling Information

According to the students most recent NYSELAT score.

6. Our ESL teacher uses Achieve 300 for reading comprehension and writing skills. This program is computer based program that adapt to the students levels. In addition, our ESL teacher used audio books, flexible grouping, think pair share, literature circles, assessments for learning strategies and technology to support ELL/IEP students. ELL/IEP students are assigned to a guidance counselor that meets with the ELL team and the Special Ed team meets to review the students schedules to make sure that the students are receiving both mandated services. In addition, we use the NYSELAT preparation booklet to prepare students for the NYSELAT test. This practice will be expanded to include the new common core standard through project based and technology. A curriculum infusing Common Cores Standars units will be developed for the the Spring. Finally, learning targets are created using Bloom's to increase English language proficiency levels, academic language, and higher-order thinking skills.

7. For our ELL-SWD students, we have a special needs teacher who supports and enriches students' learning based on their individual IEP. We have one Special Ed teacher per grade; the teachers are experts in the content area that they are pushing. All Special Ed teachers push-in and pull- out to support our IEP student's instructional needs. The Special Ed teachers meet with the content teacher for the grade on a weekly basis to discuss instructional strategies such as differentiated scaffolds in order to accommodate all types of learning modalities. In addition, the ESL teacher and the Special Ed teacher meet to discuss strategies and next steps

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

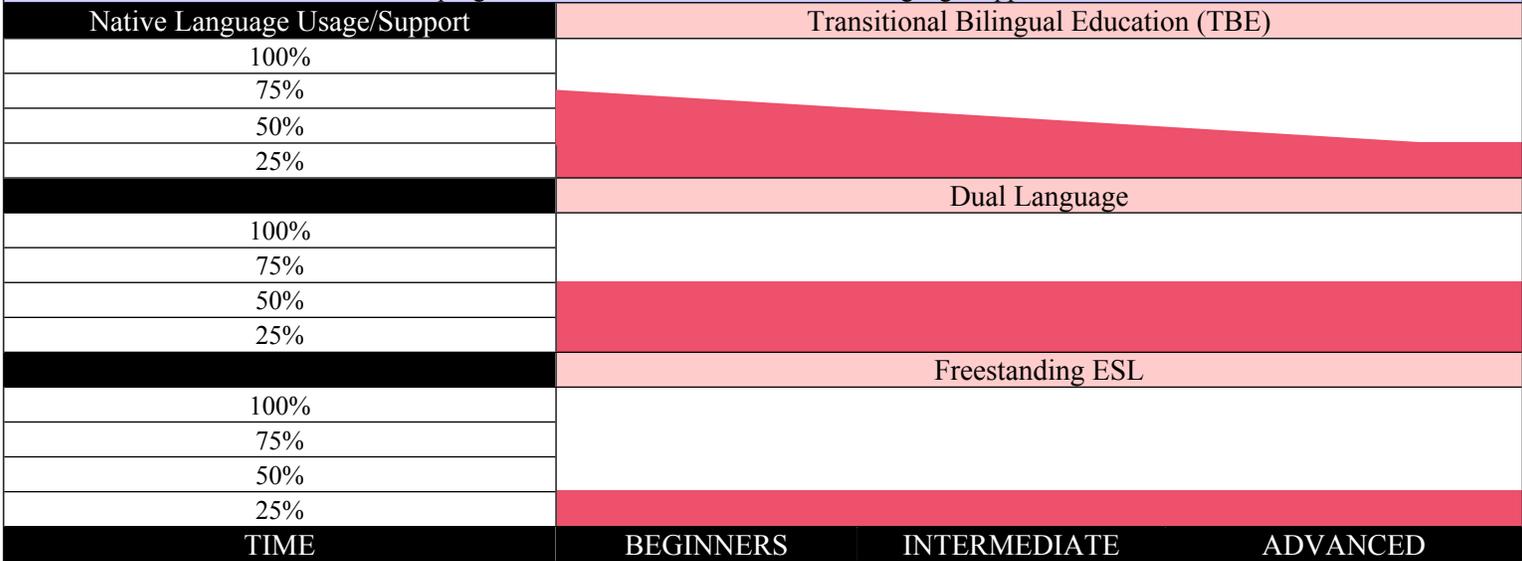
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted interventions programs for ELLS in ELA, math, social studies and science include regularly scheduled additional skills classes, Saturday and after school program for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these skills classes are differentiated according to the student level and have audio and visual strategies.

9. Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of differentiating instruction. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English.

10. Next year, we will continue to integrated technology courses to provide PBL (Project Based Learning) . In addition, the school will help ELLs by incorporating an on-line , credit recovery classes. and AP Language

11. What programs/services for ELLs will be discontinued and why?

None

12. There is little to no conflict between these subgroups and other students in our school. All students in good standing are allowed to participate in after school athletic programs such as our Basketball and Baseball, Soccer and Drama . In the spring, a Numeracy and Literacy Preparatory Academy will be developed to increase literacy skills following a Balanced Literacy approach with scaffolding instruction. Students will engage in activities developing their listening, reading, writing, and speaking skills. Students will participate in a rigorous academic program to increase their English language proficiency levels, academic language, and higher-order thinking skills. The Saturday program will take place from February to June 2011, from 9 am to 1 pm on Saturdays. One ESL teacher and one Content teacher will provide instruction to ELLs. For Saturday Test Prep Academy for 4 hours per week for 17 weeks. For the after school program one ESL teachers will provide direct instruction to 25 targeted ELL students for two days a week for 3 hours weekly for 18 weeks afterschool. Students will engage in inquiry-based learning and conduct presentations at the end of the program. All extended day program includes NYSELAT preparation, regents prep, and content area tutoring. All our ELL students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips.

13. Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a smartboard, 4 computers with Internet access and a printer in all the classrooms, to enhanced auditory and visual learning. Classroom libraries, are present in each classroom. If appropriate learning materials are not available, all teachers have access to two copy machines and an ample supply of copy paper so they can create to support instruction. ol will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students. Students are provided with a classroom librarr and text books in their L1. Sicence, US History, and Math Text books are offered in Spanish as well as Spanish/English dictionaries and glossaries.

14. Native Language Arts (Spanish) is offered by certified instructors for at least 48 minutes daily to all ESL students. Many students in freestanding ESL programs are offered courses in Regent Prep and AP Spanish.

15. Yes. All required services and support at Explorations for ELLs corresponds with their ages and grade levels (9th through 12th grade). Social services, guidance, and parental support also correspond directly with student ages and grade levels.

16. A one-day orientation for new ELLs is conducted every over the Summer. One-day orientations are also offered for students and parents. During these orientations, students are parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic compartment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online ARIS tools. These skills are further developed with a series of workshops for parents offered by the ESL teacher and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level meetings to further help the students understand the overall expectations and daily routines of the school. .

17. All ELL at Explorations Academy are given opportunities to take lessons in NLA (Spanish), ESL, and ELA. They complete a language assessment for placement in Spanish Honors or AP Spanish. By strenghinng their native language skills we also improve their English Language skills.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Our school does not have a Dual Language program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All teachers receive professional development for ELLs on-going. All new teacher attend in-house professional development usually focuses on Differentiated Instruction and Assessing for Learning Strategies. Throughout the year all teachers are offered support through coaches, team leaders and/or administrators trained in ELL methodologies.

All teachers receive several formal and informal observations each year from administration. When these observations occur, administration uses a "walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations.

Teachers meet periodically with coaches, team leaders, and administrators and meet through interdisciplinary Common Planning Time, but all teachers meet several times a week in Common Planning Time and Content Team Meetings. During these meetings, teachers are given opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement.

During peer to peer observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often use the same walk-through tool that administration uses, but it may be modified by content teams to focus on a particular area of instruction. They observe and evaluate scaffolding techniques and other forms of differentiated instruction. After the mutual observations they confer to find ways to further enhance their instruction. Finally, to support our new initiatives in technology, several teachers have begun to attend professional development sessions in the area of instructional technology.

2. At the beginning of the school year, all ELLs students are identified by Ms. Velez and a list of students by level is provided to the whole faculty. Ms. Velez, ESL Teacher provides an informational training regarding the necessary ESL and ELA instructional units. ELLs are required to have units of ESL and ELA based on LAB-R and NYSESLAT results. In addition, Mr. Garcia, Guidance Counselor provides workshops on Graduation Requirements and Criteria for promotion from grade to grade. Mr. Garcia also conducts workshops on College Application, Application Process and Assistance with Financial Aid. Ms. Hernandez, School Principal provides a variety of Professional Development workshops on testing accommodations for the ELLs, ELLs Proficiency levels, modification for ELLs/IEP students and meet bi-weekly with the ELLs team to monitor ELLs as they transition from one school level to another. The school provides activities such as Common Planning Time for teachers to receive strategies and techniques to support ELLs as well as looking at student works to identify interventions to help develop effective assignments and assessments to improve teachers' instructional practice. Also, the Special Education Department meets with the ESL Department on a weekly basis to identify students who are both ELLs and Special Ed to provide teachers strategies for differentiation of learning.

3. All teachers at Explorations Academy, professional development for ELLs is on-going and differentiated depending on teacher experience and needs. The school offers professional development that usually focuses on scaffolding and vocabulary infusion on the content area. Throughout the year support is given through Assessing for Learning strategies with coaches, team leaders and/or administrators trained in ELL methodologies. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings. Records of attendance to these PDs are maintained in the teachers' personal files. The ESL coordinator meets with the Special Education coordinator to ensure all IEP students are receiving ESL and collaborative team teaching classes. Mr. Garcia ensures that the appropriate services are scheduled into students' schedules.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Our parents are initially introduced to the school prior to the commencement of their child's first year. ELLs Parents and students attend orientation sessions which outline the expectations of the school, as well as programs offered. Monthly Parent Association meetings are conducted by our Parent Coordinator and Mr. Garcia assured that ELLs parents are contacted for these meetings. One ELL Parent represents the ELLs in our School Leadership Team. ELLs Parents who take a leadership role are invited to students' retreat. ELLs Parents are informed to come to school to meet with ELLs teachers when students are at risk to fail their classes. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. Explorations Academy will have two ELL International show case nights only for our ELL students and their parents. Our ESL certified teacher will have the ELL student's present an oral project presentation to their parents and families. By doing this, parents will have an opportunity to observe the progress ELL students are making in language skills acquisition and will have the opportunity. By doing this we hope to increase collaboration and communication to improve parental involvement within our ELL population. In addition, our ELL students are invited to attend our annual parent-student weekend retreat to strengthen parent child relationship.

2. Our school partners with Children Aide Society and Institute Student Achievement to offer workshops, and other services to families. In addition, our counselors reach out to other CBO to offer referrals and other services. This year we hope to increase ELL parental involvement by offering ESL classe for parents on Saturday. During our Parent Teacher Conferences and PTA meetings Ms. Batista, our Spanish Teacher, as well as Ms. Nunez, our community assistant, are available as translators.

3. We evaluate the needs of parents through monthly meetings, newsletter, mailings and other correspondence. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and our counselors, communicates to inform the topics of parent workshops. All correspondence sent to parents are translated into Spanish.

4. Ms. Rodriguez, our Community Assistant and Mr. Garcia communicate with parents to inform them about the different workshops and community events. Technology and ESL workshops are available to parents on Saturday mornings in order to assist parents in basic computer skills and English as a second language support.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										8	10	1	2	21
Intermediate(I)										3	20	4	7	34
Advanced (A)										5	7	4	3	19
Total	0	0	0	0	0	0	0	0	0	16	37	9	12	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	6	0	2
	I										3	7	2	0
	A										7	9	3	5
	P										6	14	5	5
READING/ WRITING	B										6	7	1	1
	I										5	22	4	7
	A										5	8	5	4
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		1	
Integrated Algebra	30	30	30	30
Geometry	2		4	
Algebra 2/Trigonometry	4			
Math				
Biology				
Chemistry	8		2	
Earth Science				
Living Environment	33	25	23	20
Physics				
Global History and Geography	15	15	45	40
US History and Government	23		7	
Foreign Language			19	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. According with the data our Ells population are predonminately newcomers and beginner level. Yet we have a significant number of long-term Ells as well. Our school uses the NYSESLAT to determine the students reading levels as well as Achieve 3000 to improve and enhance the reading and writing skills. We use this information to differentiate instruction by grouping students by heterogynous levels, cooperative learning, by creating classroom learning stations according to students' needs. According to their profiency level, for example, students who need reading and writing will work in the technology station to imporve their reading and writing skills. Students who need listening and speaking will work in the audio station to improve their listening and speaking skills.

2. According the NYSESLAT School Roster Report Spring 2011, In the 9th grade, the data indicates that their listenning and speaking skills are at advanced or proficient level as supposed to their reading and writing is mostly intermediate and beginner. In the 9th grade for reading and writing, 20% of the students are beginners, 62% are intermediate and 18% of the students are advanced. For listening and speaking in the 9th grade, 55% of the students are advance or proficient, 24% are intermediate and 18% are beginners. In the 10th grade listening and speaking, the date shows 83% of the students are proficient or advanced, 16% of the students are intermmmediate and the data does not show no percentage for beginners. In the 10th grade for reading and writing, 50% of the students are advanced or proficient, 33% of the students are intermediate and 16% of the students are beginners. In the 11th grade, for listening and speaking, 77% of the students are advanced or proficient, 8% of the students are intermediate and 15% of the students are beginners. In the reading and writing for the 11th grade, the data indicates that 31% of the students are advanced or proficient, 61% are intermediate and 8% of the students are beginners. In the 12th grades we only two students one in intermediate in listening and speaking and reading and writing. The other student is proficient in listening and speaking and intermediate in writing and reading.

3. According the NYSESLAT School Roster Report Across 9th - 12th, according to the data students proficiency level is higher in listening and speaking than in reading and writing. Given the result of this data, our ESL instructional time includes daily reading and writing activities followed by a three weeks assessment. Then, we discuss the results with the Ells team and content teachers to develop strategies to support reading and writing for our students.

4. For each program, answer the following:

a. See answer to question #2. Due to the small number of ELLs taking tests in English, it is difficult to determine that there is a significant pattern that emerges. However, results of tests taken in the native language are very promising. More students demonstrate higher reading skills on their Native Language. We use what we know about literacy in the native language to inform programming and instructional decisions in English.

b. This year, we have chosen to implement DYO Periodic Assessments instead of the ELL Periodic Assessments.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Native Language Instruction is provided in content areas for support in our TBE classrooms and through Native Language Arts and AP Spanish in 11th grade. Our English literacy teachers have created DYO Periodic Assessments this year which are aligned to the ELA Regents but provide scaffolding for ELLs at different levels. Teachers keep periodic assessment folders for each student. In Literacy Institute, students review the results of each assessment and record their scores on each area of the ELA Regents writing rubric so that they

can track their progress over the year. Students reflect on their progress and intervene when students fail to meet goals with after-school tutoring and Saturday academy.

5. Our school does not offer a dual Language Program.

6. We evaluate success of our ELL program regularly through student progress reports and periodic assessments. In addition, we identify and monitor academically at-risk students each marking period through our ELL team. Students are identified as being at-risk based on classes failed, credit accumulation, attendance, and Regents accumulation. Interventions are implemented based on need. As we evaluate the success of our programs in an ongoing way, we also make changes to pull-out/push-in schedules, schedules and programs, and after-school or Saturday programs.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: Explorations Academy HS

School DBN: 12X251

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susasa Hernandez	Principal		1/1/01
Robert Drach	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lillian Velez	ESL Teacher		1/1/01
Francisco Gonzalez	Parent		1/1/01
Tammy Nin	Teacher/Subject Area		1/1/01
Nelson Feliciano Vega	Teacher/Subject Area		1/1/01
Joseph Cantara	Coach		1/1/01
Michael Gonchar	Coach		1/1/01
Raul Garcia	Guidance Counselor		1/1/01
Cristina Jimenez	Network Leader		1/1/01

School Name: Explorations Academy HS

School DBN: 12X251

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12x251 **School Name:** Explorations Academy

Cluster: CFN **Network:** 406

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When students register at our school, the admission staff works with parents and students to assess their language needs. They fill out surveys and have discussions with the admission staff to identify the parents' home language preference. After identifying the parent's preferred language, all correspondences and forms are provided in the language of choice. The data from our Bilingual Education Student Information Survey (BESIS), and interviews with our ELL students, indicated a great need for our parents to have translated documents in Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Last year Explorations Academy we noticed an increase in the number of Spanish families. Therefore, there was a greater need for translation in both written and oral Spanish interpretation. This year school data reveals that we continue to have a great number of Spanish-speaking parents. We informed our school community of our findings during staff meetings and common planning time. We hired bilingual support staff to help all our families with the verbal and written communication.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Most of our documents are translated internally or downloaded from DOE translation services. We identified in-house staff members that are fluent in languages other than English, such as Spanish. These staff members have agreed to complete translations as needed. We also contact the Office of English Language Learners and request translation materials as needed. Our office staff provides written and verbal translation services for all families. Our Community Associates also request translation material from the Office of ELL. All letters, handbook and documents for school wide distribution are translated for our parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For all oral interpretation services our school have multiple staff members such as Counselors, Community Assistant, Secretary and Teachers available in-house to translate for our Spanish-speaking families. In addition, we contact the Translation and Interpretation Unit as needed for other languages.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our school fulfills Section VII of Chancellor's Regulations A-663 by adding the regulation to our welcoming package. Parents receive this regulation via mail prior to the opening of school, as well as, our school orientation. In addition, parents receive support in understanding this regulation. We mail this regulation or give it to the parents within 30 days of a student's enrollment. We also have the following forms available on site: Translation Request Form (for offices), Translation Request Form (for schools) Interpretation Request Form, Request to Translate a Foreign Language Transcript.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Explorations Academy	DBN: 12x251
Cluster Leader: 406	Network Leader: Jimenez Christina
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Title III funds allow Explorations Academy to support ELL students in supplementary programs. In the spring, a Numeracy and Literacy Preparatory Academy will be developed to increase literacy skills. This academy will follow a Balanced Literacy approach with scaffolding instruction. Students will engage in activities developing their listening, reading, writing, and speaking skills. Students will participate in a rigorous academic program to increase their English language proficiency levels, academic language, and higher-order thinking skills. The program will take place from November to June 2013, from 3:30pm to 4:30 two days a week. One Bilingual Social Studies and one Math Content teacher will provide instruction to ELLs students for 4 hours per week for 22 weeks. In addition one ESL teachers will provide direct instruction to 30 targeted ELL students for 3 hours a week for 22 weeks after school. Students will engage in inquiry-based learning and conduct presentations at the end of the program. Other allocations will be used to provide on-going supports throughout the school year to sustain student learning.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In an effort to improve content area instruction for all ELLs at Explorations Academy, the ESL Lead Teacher will partner with the Special Education teacher to conduct a series of professional development sessions to guide teachers through the process of learning content literacy strategies and ESL methodologies, infusing them into curricula, and implementing them in classrooms. ESL workshops and peer conferencing by ESL teachers with content teachers to discuss modifications needed for ELL in the content area. Teachers will visit schools with effective Title III programs with ELL Populations. PD workshops on ELA and Math standards will be given to in order to support the school's initiative for the Spring Academy. Other allocations will be used to provide on-going supports throughout the school year to assist our teachers in planning and scaffolding instruction for our ELL students.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Explorations Academy will have two ELL International show case nights only for our ELL students and their parents. These two international showcases will take place for 4 hours from 4pm to 8pm. On this night our ESL certified teacher will conduct two workshops for our ELL parents. Our ELL student's present an oral project presentation to their parents and families. By doing this, parents will have an opportunity to observe the progress ELL students are making in language skills acquisition. We hope to increase collaboration and communication to improve parental involvement within our ELL population. In addition, our ELL students and their parents are invited to attend our annual parent-student weekend retreat to strengthen parent child relationship.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 7730	One ESL teachers will provide direct instruction for two days a week for 3 hours weekly for the duration of 22 weeks. One ESL Teacher X 3 hours per week X 22 weeks. 66 X 50.19 (per session rate w/fringe)=\$3,313 One Social Studies and one math Bilingual Content teacher will provide instruction to ELLs. 2 Teachers X 4 hours week X22 sessions 88 hours X 50.19=\$4,417
Purchased services	\$1,104	The ESL Certified teachers will

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		conduct workshops for content teachers 22 x 50.19
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,066	NYSESLAT Test Preparation Supplies Textbooks and classroom library
Educational Software (Object Code 199)		
Travel		
Other	1,200 Parental Involvement	two workshops for parent . ELL student's present project present projects to parents. We will buy food, decorations and awards.
TOTAL	11,100	