



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)
1/17/13**

SCHOOL NAME: NEW EXPLORERS HIGH SCHOOL

DBN: 07X 547

PRINCIPAL: MR. JACOB HOBSON

EMAIL: JHOBSON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Mr. Jacob Hobson	*Principal	
Mr. Jeffrey Vargon	*UFT Chapter Leader	
Ms. Makeeva Kendall	*PA President	
Mr. Vidal Aponte	DC 37 Representative, if applicable	
DaeJane Buie	Student Representative	
Tayari Hinton	Student Representative	
Ms. Alison Bassell	Member/ CSA –A.P.	
Mr. Alan Gomez	Member/UFT	
Mr. Richard Johnson	Member/ UFT	
Mr. Tom McKee	Member/ UFT	
Ms. Sharetta Hinton	Member/Parent	
Ms. Vivian Garcia	Member/Parent	
Ms. Neva Lawrence	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review 2011-2012, page 5

“Strengthen teacher pedagogy through the use of classroom observations that connect improved learning outcomes with improved instructional practices.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 2.2 School leader’s vision

 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers will improve their instructional practices by one level on the CIE focus components in Danielson’s Framework for Teaching: Designing Coherent Instruction (1E) Questioning and Discussion Technique (3B), and Using Assessment in Instruction (3d) as evidenced by the successful implementation of timely feedback on informal observations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Timeline for implementation.
- The principal and assistant principals will lead and support teachers in utilizing the “highly effective” descriptors in the Danielson Framework when planning their lessons for all students. We will devote specific attention to targeted strategies which will enhance instruction and improve outcomes for ELL’s, SWD’s, and students in the lowest third through a series of weekly Common Planning PDs to create strategies for each of the Danielson components listed above.
- Administrators have created a monthly schedule for the cycles of snapshot observations which start at September 2012 and will conclude June 2013
- Each teacher will engage in two cycles of observations that include three informal observations for each cycle. Teachers will be given the opportunity to dialogue on the observation either one to one with administrators or as part of school wide PD meetings. Teachers will select the topics and methods within

the Danielson Framework to decide which areas they want to spotlight at the weekly school-wide PD.

- Teachers will receive copies of the appropriate rubrics and will engage in **PD activities that support recommendations. Teachers will engage in feedback discussions in which they, along with the instructional supervisor, identify strengths and areas for growth, while norming expectations.
- A tracking sheet will be generated in order to assess teacher progress in implementing PD and feedback from snapshot observations.
- After an evaluation of PD implementation and its impact on classroom pedagogy, the Network will provide individual support to teachers who have not made sufficient gains on the Danielson focus components.

Four AUSSIE consultants were hired with Title I Priority/Focus funding this school year: literacy-20 days

P/F Funding:

- OTPS-Supporting Great Teachers- AUSSIE Consultant- \$11,750 Title I Priority Focus- School wide PD, Departmental PD and Support- 10 days of PD- ELA and Social Studies @\$1,175 per day
PD sessions are 1 hour.
ELA- 4 teachers + 1 AP
Social Studies- 3 Teachers
Special Education- 1 Teacher

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- OTPS-Curriculum Development- AUSSIE Consultant- \$21,150 Title I SWP- School wide PD, Departmental PD and Support- 18 days of PD - Literacy @\$1,175 per day

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review 2011-2012 P. 6

The school is developing in its ability to:

1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 x 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers will have a demonstrated understanding of rigorous curriculum as evidenced by fully aligned, teacher created, CCLS units in all content areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- Network PD will be provided to teachers on: using DOK to increase rigor in lessons and tasks, unit planning, CCLS alignment, and supporting students by addressing their multiple intelligences.
- Teachers will create common core units of study that will devote specific attention to creating rigorous tasks and lessons based on strategies to foster college/career readiness, and improve outcomes for all students.
- AUSSIE consultants will work with teachers to create CCLS aligned units during 10, 1 hour sessions for ELA and social studies, and 5, 1 hour sessions for Math and Science.
- Teacher teams, Department Assistant Principals, and coaches will work collaboratively to create these units of study using CCLS standards, during common

planning time, department meeting times, and professional periods, at least four times per month.

- The Network Achievement Coaches will provide protocols and training for evaluating alignment of units to the CCLS.
- All academic stakeholders will be monitoring, reviewing, and evaluating the effectiveness of the units. Administrators will use feedback from common planning meetings, department meetings, as well as observations, to oversee unit implementation and provide guidance to make course corrections when needed.
- Teacher teams will use the Common Core Library's low inference evaluation tools to assess the effectiveness of the formative and summative tasks, using existing models as guides for evaluation, for each Common Core-aligned unit and performance task.
- The unit planning will begin at the beginning of the fall 2012 semester. They will be completed by June 2013.

P/F Funding:

- OTPS-Supporting Great Teachers and Leaders- AUSSIE Consultant- \$11,750 Title I Priority Focus- School wide PD, Departmental PD and Support- 10 days of PD- ELA and Social Studies @\$1,175 per day
PD sessions are 1 hour.
ELA- 4 teachers + 1 AP
Social Studies- 3 Teachers
Special Education- 1 Teacher
- OTPS-Common Core State Standards- AUSSIE Consultant- \$11,750 Title I Priority/Focus- 10 days of PD – 5 for Math and 5 for Science- @\$1,175 per day
PD Sessions are 1 hour
Math- 3 teachers + 1 AP
Science- 3 teachers

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- OTPS-Curriculum Development- AUSSIE Consultant- \$21,150 Title I SWP- School wide PD, Departmental PD and Support-18 days of PD - Literacy @\$1,175 per day
- Teacher Per Session- \$ 2,200 - After/before Schools- TL Fair Student Funding- Curriculum Development- 50 hours-5 teachers



GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review 2011-2012, page 4

“Establish school-wide understanding of differentiated instruction and build a common instructional view of effective teaching that improves academic achievement.”

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers will fully integrate UDL principles in planning and pedagogy, which will result in a 5% increase in ELL and SWD performance as measured by credit accumulation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- Teachers will utilize in-house professional development to develop UDL pedagogical strategies which will enhance instruction and improve outcomes for ELL's, SWD's, and students in the lowest third.

- Network Achievement coached will provide PD in how to create and use effective scaffolding for ELLs and SWD.

- Teachers will engage in collaborative inquiry during weekly common planning time to analyze student work in order to evaluate effectiveness of scaffolds and strategies for ELLs and SWD.

- Teachers will use data from baseline assessments, formative and summative assessments to determine the need for additional UDL strategies and/or

refinement of existing strategies and scaffolds.

- Administrators will review classroom data and student work with teachers in order to strategize and support implementation of UDL methods for enhanced student performance.
- Teachers and guidance counselors will use common planning time to analyze and evaluate outcomes. Teachers and counselors will analyze and evaluate credit accumulation data to set pedagogical goals for underperforming subgroups and the end of each marking period.
- During Inquiry sessions, Best Practices and successful UDL strategies will be shared and analyzed using scholarship data as the foundation for developing additional activities to improve student outcomes.
- Supplemental support for ELLs and SWD is available after-school and on Saturdays:

NO P/F Funding Allocation has been used for this goal.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- OTPS-Curriculum Development- AUSSIE Consultant- \$21,150 Title I SWP- School wide PD, Departmental PD and Support-18 days of PD - Literacy @\$1,175 per day
- Teacher Per Session- \$ 2,200 - After/before Schools- TL Fair Student Funding- Curriculum Development- 50 hours-5 teachers
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GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review 2011-2012 p. 7

4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students.

(While the school received a proficient rating in this area, the school earned a “C” on the 2011-2012 Progress Report, in student progress.)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, there will be a 5 % increase in student performance on the 2012-2013 Progress Report, as a result of school structures that develop and enhance student emotional and academic behaviors.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

The school has planned a multi-faceted approach to improving student progress. By focusing on improving students’ emotional and physical health, the expectation is that at-risk students will improve attendance and engage in productive goal setting. School partners, the guidance staff, in conjunction with other stakeholders are focused on enhancing student confidence and self-esteem. By providing student access to academic support

and credit recovery, the schools is demonstrating its commitment to support and graduate all of its students and prepare them for post-secondary life.

- Guidance Counselors: Engage in one-on-one meetings with students about college and high school programs, small group meetings for effective goal-setting, college and career counseling, individual crisis counseling, and mandated counseling (for designated students). Guidance counselors review report cards each marking period and meet with underperforming students. Guidance counselors meet with students as recommended by teachers or deans. Most 9th grade students have an Advisory class in which they meet with a school counselor or AP to set goals and discuss success in school.
- Attendance Teachers: Provide ongoing outreach by phone calls, letters, e-mails, text messages, phone master and home visits to families in order to reduce absenteeism and to improve student attendance.
- Students with poor attendance are recognized by the attendance team and put on “probation” by guidance counselors.
- During common planning time, teachers regularly meet for “Kid Talk” on Mondays to encourage underperforming students to improve their academics.
- COSA: Engage students in a variety of extra-curricular activities such as spirit week, student selected volunteer charity projects, student government, and trips. These activities promote self awareness and excitement about school as these select activities take place on at least a monthly basis over the course of the school year.
- CBO’s: Provide attendance support, and trips to enhance student self-esteem. Two adults from East Side House Settlement are available in the computer lab after school during 9th period on Tuesdays, Wednesdays, and Thursdays to help students with social and academic challenges in school. ESHS also runs an accredited after-school class for 10th grade students with historically low attendance that focuses on the college application and selection process. Monthly trips are offered as incentives and motivators. For example, on 11/15/12, 15 New Explorers Students were invited to Brooklyn Nets basketball game. In February, the ESHS will take students on an overnight trip to various colleges to focus students on life after high school and to promote long-term goal setting.
- School Social Workers: Offer social work/family support and counseling to students, parents, and guardians at all levels of the school spectrum. The school social worker and SAPIS meet weekly with at-risk students. They regularly interface with parents and foster care agencies. The ESHS runs support groups for girls and boys as well as teen parents. They make daily phone calls to parents of absent students.
- Montefiore Health Clinic: Provide ongoing health/medical services and awareness to maintain healthy life styles which results in improved attendance. A healthy body assists in maintaining a healthy and focused mind which will result in cognitive consistency thereby making students able to be CCR. Students who receive services are registered with the clinic. These services include a full time pediatrician, a nurse, and psychologist.
- Scholarship data will be reviewed after each marking period. Student participation in co- and extra-curricular activities will be monitored. Guidance involvement and interventions will be reviewed. Teacher input will be solicited at department meetings, grade team meetings, and faculty conferences as well as through individual conversations with school leaders. This information will be used to assess progress of goals and to create midpoint adjustments when necessary to insure that at-risk students stay on track.
- Through a school wide initiative, all students taking a Regents exam will receive supplemental support in classes. In May, these students will be registered for Saturday and after school Regents review classes.
- College Office will support students in the college selection/awareness process by arranging trips and informational sessions which include representatives of colleges. Five trips to colleges were planned for this school year: November 29, December 5th, March 6, April 3, May 3. Representatives from various colleges have held information sessions in the college office. Representatives from SUNY schools are scheduled to visit on March 5th. Thus far, the college office has helped 18 senior students to apply for CUNY schools and 11 for SUNY schools. The college office has assisted 34 students in registering for the SAT. The college office assists students with applying for EOP and financial aid on an ongoing basis.
- Blended Learning and credit recovery are available to students who are off track in credit accumulation as targeted by guidance counselors. These programs meet weekly before and after school.

- Peer Tutoring is available in the library 5 days a week during 5th and 6th period when students have lunch. In the two months preceding an administration of Regents/RCT exams, teachers from each subject area are available from 9:00 to 12:00 each Saturday to provide extra help to all students preparing for any exam.

Interventions:

- Credit recovery for physical education met before and after school on Mondays, Tuesdays, Thursdays, and Fridays in the fall term beginning in late November. Credit recovery for Spanish began in December and met after school 3 days per week. English credit recovery and blended learning began in mid-November and met for 3 days per week after school. Credit recovery and blended learning programs will begin again in March 2013.
- 4 Saturday Regents/RCT preparatory sessions were held beginning in December. Saturday Regents prep will resume in May 2013.

P/F Funding:

- Teacher Per Session- \$25,396 Title I Priority/Focus- Before/After School and Saturday Programs- Expand Learning- Credit recovery, credit accumulation, Regents Preparation classes-506 hours- 15 teachers 200 students (all grades) Fall + Spring
- Supervisor Per Session- \$14,347 Title I Priority/Focus -Before/After School and Saturday Programs- Expand Learning- Credit recovery, credit accumulation, Regents Preparation classes - 273 hours- 2 APs. 200 students (all grades)Fall + Spring
- Supplies General- \$3038- Title I Priority/Focus-200 students (all grades) Fall + Spring

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Guidance Counselor Per Session- \$1500- TL Fair Student Funding HS - Credit recovery, credit accumulation, Regents Preparation classes, transcript analysis - 1 Guidance Counselor- 33 hours- 200 students (all grades) Fall + Spring
- OTPS- Professional Services- \$21,000- TL FSF School to School- Guidance Assistant Principal 1 day per week @ \$685 per day- 30 days. Credit recovery, credit accumulation, Regents Preparation classes, transcript analysis.
- After/Before School – College Trips- \$ 6,687- TL Fair Student Funding- Five college trips



GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Quality Review 2011-2012, page 5

“Create an effective parent outreach plan to fully engage parents in the academic success of their children and the overall growth of the school.”

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

X

m

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will provide five content specific workshops to parents and guardians on instructional topics designed to support families in best addressing the learning needs of their children, resulting in an average of a 5% in parent attendance at workshops and PTA meetings.

Strategies to increase parental involvement and engagement

- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

There is a parent coordinator.

- Parents will be informed of student achievement through ARIS, Engrade, letters home, and calls home, home visits by Community Associates and outreach on School Messenger/Phone Master.
- Dedicated workshops to help parents better assist the instructional needs of their children with specific attention to parents of ELL's, SWD's, and students in the lowest third. Dad Day Workshop – Thursday, September 20, 2012; Domestic Violence Workshop – Wednesday, October 12, 2012; Immigration Workshop – Thursday, October 11, 2012; Engrade Workshop – September 27, 2012 (day and evening – 2 workshops); Math Workshop – Friday, October 26, 2012; Art Workshop – Thursday, October 25, 2012; Spanish Workshop – Monday, November 5, 2012; Gang Workshop – Wednesday, November 27, 2012; Science Workshop – Wednesday, December 12, 2012; ELL Workshop – Wednesday, December 19, 2012; ELL Workshop – Wednesday, December 12, 2012; Social Studies Workshop – Wednesday, February 6, 2013; other upcoming workshops to be determined. And, see, below.
- First started October 2012 and continuing to June 2013, the school will provide workshops to parents/guardians. Throughout the year, five parent workshops on the following topics will be offered:

Schedule and duration: Each workshop will be 6:00pm - 7:00pm on

September 28- "Introduction to ELL Needs"

December 19- "Why do we use the term English Language Learners?"

January 7- "Why do ELL students have such a diverse literacy needs?"

January 16- "How can I target the ELL during Literacy Instruction?"

January 30- "What are some instructional practices that will support and scaffold English Language Learners?"

February 6- "The School's English Language Learners Program and its benefits"

Name of provider: Ms. Ogden, who will be paid six per session hours for facilitating these workshops. Mr. Aponte, the Parent Coordinator, will assist her in facilitating the workshops.

- The Network will provide parent PD on ways in which the Network supports the school in implementing the CCLS and CIE.
- The school will provide materials and resources regarding graduation requirements, strategies to support students at home by parents, transcript review, role of the guidance counselor, drug and alcohol abuse prevention, and mental/physical health to help families understand the information that was provided in the workshops, through translators (when requested), handouts in English and other languages, support from the Parent Coordinator, Guidance Counselors, Teachers, Assistant Principals, the Principal, and Community Associates.
- The school will install a TV in the school lobby to provide parents/guardians and the school community with dates of upcoming events and other information.

P/F Funding:

- OTPS- Parent Involvement- \$3,965 – Title I Priority/ Focus- mailing, TV screen for school lobby, paper, incentives for parent volunteers.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Parent Coordinator-Salary – TL Parent Coordinator HS
- OTPS- Supplies General- \$500 TL Parent Coordinator OTPS HS
- Teacher Per Session- \$7,297- Title III LEP- 2 teachers @50.19 per hour-4.5 hours per week for 20 weeks.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • 9th grade Intensive Writing • Achieve 3000: Reading and remediation skills • My Access: Writing and skill building program • Regents Preparation class • Teacher Tutoring • Peer Tutoring 	<ul style="list-style-type: none"> • An additional class period added to student programs • Small group support • On-line support • Small group instruction • One-to-one support 	<ul style="list-style-type: none"> • During the school day • During the school day • Both during and after school the school day • Both during and after the school day • After school
Mathematics	<ul style="list-style-type: none"> • Regents Prep class • Teacher tutoring • Peer tutoring • Blended learning (purchased program) 	<ul style="list-style-type: none"> • Small group instruction • One-to-one instruction • One-to-one instruction • On-line and one-to-one instruction 	<ul style="list-style-type: none"> • After the school • Both during the day and after school • After school
Science	<ul style="list-style-type: none"> • Regents Prep class • Teacher tutoring • Peer tutoring • Blended learning (purchased program) 	<ul style="list-style-type: none"> • Small group instruction • One-to-one instruction • On-line and one-to-one instruction 	<ul style="list-style-type: none"> • After the school • Both during and after the school day • After school

Social Studies	<ul style="list-style-type: none"> • Regents Prep class • Teacher tutoring • Peer tutoring • Blended Learning (Purchased program) • Achieve 3000 for content enrichment 	<ul style="list-style-type: none"> • Small group instruction • One-to-one instruction • One-to-one instruction • On-line and one-to-one instruction • On-line 	<ul style="list-style-type: none"> • Both during and after the school • After school • Both during and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated/Related Services Counseling	Individual and Group	Services are provided during the day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment:

- Pre-established student teaching partnerships with Hunter College and Columbia University have provided us with opportunities to see how these institutions train teachers for the profession. In turn, we offer these institutions placement and co-teachers for their student teaching and observing fieldwork.
- Network HR Director provides resumes of and information about certified teachers, having insured that candidates hold valid NYS certification in the appropriate subject areas.
- DOE HR New Teacher Finder, HR Hiring Fairs and Recruitment Partners are a source for certified teachers.
- Open Market Transfer System and ATR pool are additional sources for certified teachers.
- Establish a rigorous hiring protocol which includes interviews, demonstration lessons, and reference checks.

Retention:

- In house professional development on teaching strategies, best practices, Smartboard technology, and classroom management happens throughout the year.
- BEDS survey is reviewed and programming assignments are reviewed to insure that teachers are working within their certification areas.
- New York State mentor system
- Informal buddy system within departments
- Work with Assistant Principals.
- Where appropriate, support teachers to become HQT in additional subject areas including the use of the HOUSSE (Highly Objective Uniform State Standard of Evaluation) system.

Professional Development:

- Providing opportunities for outside professional development – attendance at conferences and meetings related to the teacher’s content area and to current pedagogical techniques.
- AUSSIE consultant
- Teacher teams/common planning/inquiry support and professional development
- Smartboard training.
- In house professional development on teaching strategies, best practices, Smartboard technology, and classroom management happens throughout the year.
- Feedback to teachers from Assistant Principals and the Principal
- Maintain a professional library with resources that promote promising and effective teaching practices.
- Provide curriculum maps and other instructional resources to support ongoing professional growth.
- Create individual PD plans for teachers to provide customized and differentiated professional development.

PARENT INVOLVEMENT POLICY (PIP)

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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED***

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Despina Zaharakis	District 07	Borough Bronx	School Number 547
School Name New Explorers HS			

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

Principal Jake Hobson	Assistant Principal Jared Vitolo & Alison Bassell
Coach Althea Lewis	Coach
ESL Teacher Marianne Ogden, Richard Johnso	Guidance Counselor Giselle Malavez & Nana Konadu
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Vidal Aponte
Related Service Provider type here	Other type here
Network Leader Nancy DiMaggio	Other type here

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	437	Total Number of ELLs	58	ELLs as share of total student population (%)	13.27%
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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. 

The school follows these steps to identify our ELLs:

1. At registration, the parent fills out a Home Language Identification Survey (HLIS) in his/her language. The survey is reviewed by our certified ESL teacher/ESL Coordinator, Marianne Ogden, to determine if a language other than English is spoken at home and, if necessary, an interview is conducted with the parent. If the HLIS indicates that a language other than English is spoken at home, then the LAB-R is administered. If in his/her language the student's scores falls within the range for ESL services, then the parent is invited for an orientation. At the orientation, the parent looks at a video in his/her language that shows the different ESL programs offered by the NYC Department of Education. This orientation is facilitated by the ESL Coordinator, Marianne Ogden, and the Assistant Principal of ESL who are available to discuss NYC Department of Education programs available for ELLs and to answer any questions the parents may have about the programs, including the one in place at our school. At the end of the session, the parents fill out the Program Choice form which is provided in his/her language. The student is placed as per the parent's choice of program but if the program selected is not available in the school, the parent understands that he/she has the option of transferring his/her child to another school that offers the program. The parent also understands that the child's enrollment in a program is for the entire school year. The current choices in our school are ESL Only and Spanish Transitional Bilingual Education (TBE) program. To accommodate the parents, orientations are held at different times: during the day, in the evening, in groups or individually upon registration approximately within two weeks of the students' first day. We have copies of the Spanish Lab and if the student's home language is Spanish, the Spanish Lab is administered by Ms. Knemoller, who is bilingual in English and Spanish.

ELLs' proficiency levels are assessed every year during the spring by administering the NYSESLAT. The parents are informed of the results and if the student does not score out, the parents fill out the continuation letter to indicate their desire to have their children enroll in the same program they were in the previous year. The students are programmed by proficiency level according to parent choice. The students who are in ESL Only are entitled to NLA. The beginners receive 540 minutes of ESL per week; the intermediate students 360 minutes and the advanced students, 180 minutes of ESL along with 180 minutes of ELA instruction. The students who are in the Transitional Bilingual Program also receive content area instruction in both English and Spanish based on graduation requirements. Furthermore, all ELLs are provided with native language support in their content area classes and we are working toward creating more Native Language Arts classes to satisfy the requirements for the Transitional Bilingual Program. Students have

glossaries and Spanish/English dictionaries available to them.

2. To ensure that parents understand all three program choices, formal parent orientation sessions are scheduled as needed during the school year and also individually throughout the year within two weeks of registration. These sessions are conducted in both English and Spanish since approximately 99% of the ELLs speak Spanish. Invitations to these meetings are sent in English and Spanish by the Parent Liaison. ELL parents' meetings are held periodically to keep them abreast of their children's academic progress and are given the opportunity to meet with the teachers to discuss ways to improve their children's performance.

3. If the LAB-R result indicates that the student is eligible for ESL services, an entitlement letter, along with the invitation to the parent orientation, is sent out to the parent if the orientation isn't done immediately. At the end of the parent orientation session, the Parent Survey and Program Selection forms are filled out. If the parent does not attend the first parent orientation, he/she is invited to a second one; and if the parent is unable to attend the meeting, the forms are sent out with the students. If the forms are not returned, by default, the student is placed in the Transitional Bilingual Program.

4. At the beginning of the school year, each parent is notified of the child's score on the NYSESLAT, along with a separate description of what is expected of that child in the classroom environment in terms of his/her level of English proficiency. English language proficiency is a developmental process and parents are made aware of descriptors for the expected ability of each child in the four modalities of communication based on the NYSESLAT score. They are also invited to a parent orientation and are asked to fill out the program choice for their child. The same is done for the new admits after reviewing the result of the LAB-R. The parents are introduced to all program choices and often they choose to keep the students in school and register for the TBE program. The students are placed in the Transitional Bilingual Program, if as per the parent choice of program; students' proficiency level is also taken into consideration when programming them into their ESL classes.

5. After reviewing the Parent Survey and Program Selection, for the past few years it has been noticed that approximately 40% of the parents of ELLs return the forms and of these the trend is that 99% want to remain in the Transitional Bilingual Program. If the rest of the forms are not returned, by default, these remaining students are placed in the TBE program as their primary choice.

6. The program models offered by the school are aligned with the parents' choice of programs. 99% of the parents who choose, choose bilingual and by defaults, the students of parents who don't choose go to TBE. We offer beginner, intermediate, and advanced ESL classes, and NLA class, and one section of Spanish Native Language. We have more than twenty ELLs on a grade level in the freshman class only.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	19
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	36

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. [i](#)

	ELLs by Subgroups									Total	
	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		
TBE											0
Dual Language											0
ESL	10		5	12		5	36		9		58
Total	10	0	5	12	0	5	36	0	9		58

Number of ELLs in a TBE program who are in alternate placement: 0

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										18	23	14	3	58
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	18	23	14	3	58								

**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 L	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	18		23		14		3		58	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	18	0	23	0	14	0	3	0	58	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

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. The school adopts an ESL self-contained program. For the ESL self-contained programs, the students report to the scheduled ESL class(es) as indicated on their programs and as required by the CR Part 154 regulations; ie. beginners receive 540 minutes per week of ESL instruction; therefore, they are enrolled in 3 periods of ESL instruction per day. Intermediate level students receive 360 minutes of ESL instruction, therefore, they are enrolled in two ESL classes per day. The advanced level students receive 180 minutes and are, therefore, enrolled in one ESL class and one ELA class per day. Beginners are placed in 3 class periods of ESL. In the TBE program, students are programmed into their ESL classes homogeneously by proficiency level and literacy needs; however, they are placed heterogeneously in the

A. Programming and Scheduling Information

bilingual content-based class. They receive English language arts instruction in their ESL classes and NLA support is provided in the content areas and literacy support is provided in the NLA class.

2. For the ESL classes, the students are programmed as per the language provision of the CR Part 154, ie. Beginners = 540 minutes of ESL, Intermediate = 360 of ESL minutes, and Advanced = 180 of ESL+180 of ELA instruction and they receive a copy of their program. The teachers are also programmed accordingly, as discussed above in item #1. In the Transitional Bilingual Program. In the content area classrooms the beginner level students receive 40% instruction in English and are supported with 60% instruction in their native language, the intermediate level students receive 50% in English and 50% in Spanish, and the advanced level 75% in English and 25% native language support. The content-area teachers differentiate based on the students' levels of proficiency and needs while also implementing ESL strategies. Our Native Language Arts class supports the literacy needs of the ELLs. Ms. Ogden teaches 4 periods of ESL (3 period of L1 and one of L5), Mr. Johnson teaches one period of ESL (L5), and Mr. Akopian teaches 2 periods of ESL (two of L3).

3. The ESL teachers continue to engage in collaborative activities and they also share best practices with content area teachers. The ESL as well as the content area teachers read, gather, and share instructional materials, and provide common assessments, analyze the results, and consider and implement 'next steps' that can help them meet the needs of all students. Also, more elements of technology are expected in both the ESL and the content area classrooms. The Assistant Principal of ESL has made all teachers involved with the ELLs more aware of the educational challenges the ELLs face across content areas and provides them with instructional support and ideas on differentiation of instruction aligned with the new Common Core Standards and all focusing on literacy. Academic intervention is provided with individualized remedial instruction after school and on Saturdays beginning in November for students who need extra support like the Long Term ELLs, newcomers, and those alternatively placed in special education. For students reaching proficiency, they will be gradually placed in mainstream classes. In addition to implementation of these strategies, in the bilingual classes, instruction of the Algebra is provided in English and Spanish. We have also purchased the Achieve 3000 software and are waiting for training. The classrooms are also equipped with glossaries and Spanish/English dictionaries.

4. While we have only one NLA class and can't differentiate among levels, the teacher differentiates her instruction according to the students' levels. As stated above, in order to meet the linguistic needs of our students we will continue to follow parental choice and the CR part 154 mandates, as well as the NEHS High School language allocation policy in terms of content subject area instruction, which states the following:

- For beginning students 60% of instruction is conducted in their native language and 40% is conducted in English
- For intermediate students, the percentage shifts to 50% native language, 50% English
- For advanced students, 25% instruction in the native language and 75% in English

Beginners receive 3 periods of ESL instruction a day, Intermediate-2 periods, and advanced- 1 period ESL and 1 period language elective. As our English Language Learners are transitioned, they are introduced to highly contextualized student tasks that encourage thinking, reading, speaking, and writing. The specific instructional strategies include read-alouds, listening activities, typed final drafts, speaking tasks that establish discussion of routines, shared reading, intensive guided reading, independent reading, phonics, language mechanics taught in context, shared writing, modeled writing, independent writing and reading and using rubrics and writing checklists to self-monitor and self-correct their work. Teachers employ scaffolding activities to provide support, such as differentiated instruction, grouping, peer tutoring, modeling, questioning, and the use of graphic organizers, as well as authentic-based learning in the ESL classrooms such as the use of projects via the writing process. Instruction is augmented with classroom libraries, the Internet, including the use of the media center in the library, and we are using technology more frequently as an instructional tool in each ESL classroom (ie. use of lap top and projectors) in order to enhance instruction and the literacy skills of our ELLs. There will also be an emphasis on typing final drafts (for intermediate and advanced level students), adaptation of books and stories read, as well as books on CD, among others.

5. We differentiate instruction in a variety of ways to support our ELLs.

a. For any SIFE students we might get (we currently have none) we will stress explicit instruction in reading across the subject areas with an emphasis on vocabulary-building. This is done in the ESL classrooms as well as across the content areas if they don't practice reading daily. This is done with daily vocabulary instruction related to the lessons and reading comprehension and paragraph and essay composition strategies via the writing process. Academic intervention is also in place with individualized remedial instruction during after school and Saturday classes beginning in November. Students receive supplemental services in our After School ESL Program to better

A. Programming and Scheduling Information

prepare them for the NYSESLAT as well as the English Regents.

b. For the ESL newcomers we are creating a Bridge credit-bearing program that takes place during the summer for our incoming 9th graders that includes our ELLs. In the program students received a host of instructional and culturally-related services via the support. Throughout the school year, literacy instruction is emphasized across ESL classes and teachers differentiate their lesson plans to include content that will help newcomers better adjust to life in their new school as well as lessons geared towards learning more about the United States culture. Also, more reading and writing is infused in the content area classes and the bilingual teachers are including more instruction on grammar, discourse, phonemic, phonological, and semantic awareness.

c. With those ELLs in ESL service for 4-6 years, most of which fall at the intermediate level of English proficiency, ESL and content area teachers teach word knowledge, they model and teach basic reading skills for fluency, comprehension of classroom texts, grammatical and writing skills lessons, and this year we are putting more emphasis on students reading aloud with peers and discussing and formulating their questions using better phonemic awareness and pronunciation skills.

d. Our plan for the Long Term English Language Learners (LTELLs) includes the strategies listed above. We have purchased the Achieve 3000 program to help teachers prepare lessons using differentiated instruction and to help students with their reading, writing, and comprehension skills. Achieve 3000 also helps students prepare for standardized tests.

6. For our ELLs with special needs English as a Second Language class, we provide students with the opportunity of a class where instruction on all 4 modalities is aligned with the ESL New York State Common Core standards. We will continue to develop students' active listening, reading, and writing skills through differentiation of instruction and formative and summative assessments, including the Performance Series throughout the year. Moreover, for LEP students who have been designated at risk, we look at which of the modalities they scored the lowest and we provide interventions aligned with the modality, including interventions for those who have yet to pass the ELA regents. We also use the Achieve 3000 (we are currently awaiting PD on the Achieve 3000).

7. The progress of our ELLS-SWDs is monitored by teachers and by their performance on exams such as the NYSESLAT. When appropriate, they are moved from self-contained classes to less restricted environments. Our instruction is aligned, so an ELL moving from, say, a bilingual Algebra class to a regular one will find that the same material is being covered at the same time. SWDs with paras bring the paras to their ESL classes so they are served by both the SPED department and the ESL department.

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:				
Math:				
Science:				

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.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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. We look over a variety of different sources of data to determine which ELLs need the most support in different content areas, including English and math. With assistance from the other department assistant principals, we specifically target those that have not passed their Regents courses and/or struggling in their current courses and provide them with a host of interventions, including but not limited to, after school support and credit-recovery programs, and the Saturday Academy tutoring program.

9. For those students who pass the NYSESLAT and; therefore, have reached proficiency in the English language and have transitioned to mainstream classes, we still provide them with the modifications allowed to them when they take their state exams across subject areas; everything from extended time, and the use of translation dictionaries and glossaries during the Regents exams. We continue to oversee these students in their classes to make sure they are doing well and to provide additional support, if necessary.

10. Ms. Lewis, our Grant Coordinator, is researching grants that offer supports and interventions for ELLS. We are also implementing practices for developing teachers across subject areas to better work with the ESL population by sending them to professional development opportunities offered by the Network.

11. No programs for ELLs will be discontinued.

12. ELLs are offered access to all school programs, including but not limited to, our ESL After School Program, and Saturday Academy tutoring, etc.

13. Teachers are provided with a host of materials to support ESL and transitional bilingual education instruction, abridged versions of the classics, other adapted texts specifically geared for the English Language learner, a curriculum focusing on the rhetorical strategies with an emphasis on paragraph and essay composition, as well as an emphasis on response to literature strategies in preparation for the English Regents. Also, teachers are provided with hands-on manipulatives that will enhance learning in the classroom, such as authentic and computer-based pictures, visuals, film adaptations of books, demonstrations, simplified rubrics, and this year we are incorporating more technology in the classroom via the use of a laptop and projector. The emphasis is also on teaching good study skills, more cooperative learning activities, and more frequent use of visuals and real objects to enhance instruction.

14. In our Transitional Bilingual Program model of instruction we provide instruction in the content area classes in English and in Spanish as stated under the heading in this document titled 'Programming and Scheduling Information' as follows:

For beginning level students, 60% of instruction is conducted in their native language and 40% in English.

For intermediate level students, 60% of instruction is conducted in their native language and 50% in English.

For advanced level students, 25% of instruction is conducted in their native language and 75% in English.

Research indicates that students who become proficient in all four modalities successfully carry over the skills and concepts into their English-based classes. We understand and nurture the need for Native Language supports. If students learn to read well in their native language, they can then transfer these skills to English and, in turn, will develop stronger literacy skills. English acquisition is our goal.

In the ESL classes we provide a host of supports as stated in this section of the LAP.

15. We understand the challenges ELLs face, including in their content area classrooms, and we provide the supports in the form of instruction, books, materials, technology, and tutoring that are both age and level appropriate.

16. As stated in this section, we have are going to implement a Bridge program prior to the beginning of the school year. It will include a host of instructional and cultural activities for our incoming students, including our ELLs newcomers. Also, in our ESL classes, we continually emphasize a curriculum that is cutlurally-based in order to help our newcomers develop a cultural foundation that will help them to better adjust to their new academic and social environment.

17. Our Creative Writing, Multicultural Literature, Foreign Language, and College Writing language-based classes are open to ELLs, too, of course.

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

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.

P1. Each month, department meetings across subject areas are focused on different areas of language arts instruction to enhance learning for all students, including ELLs. Our topics of discussion and the materials provided to the teachers are related to the following:

- *Determining teacher pedagogical goals for the current academic year.
- *Differentiation of Instruction/adjusting lesson plans to meet the challenges of ELLs.
- *Literacy (focus on reading comprehension strategies, vocabulary-building, and phonemic awareness)
- *Integration of Technology
- *Examination of Student Work (with other teachers and with students) and using rubrics written in language accessible to the students.
- *Classroom Management, etc.

In addition to attending these meetings and other workshops held by the ESL Coordinator and AP, to satisfy the hours of ELL training, staff members including the guidance counselors, paraprofessionals, and psychologists participate in professional development sessions provided throughout the school year by the Office of ELLs and the Network.

2. All staff members are provided with a list of the ELLs, including those that have gained proficiency in recent years, and are made aware of the different challenges these students face even after passing the NYSESLAT. The goal is to have all stakeholders aware so that they are better equipped to serve this population.
3. Four meetings take place during the year (2 hours) each after school with the the ESL and bilingual content area teachers on numerous subjects, including those stated above. Two meetings will be held during the fall semester and two will be held during the spring semester. The dates will be determined

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 Assistant Principal of the ESL Department, the ESL coordinator, and our parent coordinator reach out to the parents of ELLs in various ways, including via phone calls, one-on-conferences, invitations to PTA meetings, access to Engrade account, letters sent home notifying them of upcoming events in school and in the NYC surrounding areas -- all geared to the immigrant population.

2. Our Community Based Organization along with our Leadership Program, provide workshops, including on learning of basic computer skills. These are offered to the parents of all students at NEHS, including the parents of ELLs.

3. We learn about the needs of our parents from our PTA meetings where they participate actively and are quite vocal. We also learn about their needs during open school night and during other one-on-one conversations scheduled throughout the year. This year we plan on implementing survey-based feedback process to better assess what their needs are.

4. Through the Parent Liaison's office, we provide a host of workshops including those related to the college application process, information about tutoring, etc.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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)									

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
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.

Paste response to questions 1-6 here

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.

1. We use a combination of strategies to assess the early literacy skills of our ELLs, including the LAB-R in English and Spanish, the NYSESLAT, reading and writing surveys to determine what students' likes and dislikes are in terms of their literacy, and the Performance Series .

2 and 3. Our preliminary results using the Performance Series suggest a weakness in the area of reading; these results aligned that of the NYSESLAT which indicate that our students need a lot more support in terms of reading comprehension and development of writing skills than they do in speaking and listening where many scored at the intermediate level. In fact, the NYSESLAT results reveal that the students show progress developing proficiency faster in listening and speaking than in reading and writing. The ESL team has discussed the inclusion of more reading and writing activities into the ESL classes, including more grammar-based instruction and vocabulary-building activities. The shorter term goals and intent is to help them build stamina and move those at the intermediate and advanced level ELLs from the adapted texts to the actual texts that will include richer vocabulary.

In the NYSESLAT the results revealed across proficiency levels are the following:

A review of proficiency levels (LAB-R and NYSESLAT) indicates that 87% of our students are either advanced or proficient in the speaking or listening sections with only one student at a beginning level. In reading and writing, 15% are advanced or proficient with five students , less than 1%,testing at the beginning level. Regardless of Ell status the students in our school have historically struggled in reading and writing and our regents results and pass rates mirror the non Ell population. This is why we have focused on infusing reading strategies in the content area classes and have pushed the use of graphic organizers to assist students in organizing both their notes and thoughts to increase their comprehension in reading and writing.

In the Regents exams, the data reveals that our ELLs fair better in the exams they take in their native language, although they tend to fair much better in those exams that require less reading and writing, such as the math regents exams.

Also, most ELLs fared well in speaking and listening in reference to academic language than they did in reading and writing. Therefore, lessons this year are more focused on providing students with a variety of textual information most culturally-based where we stress the transition into a new culture, but also emphasize how they must continue to value their native culture. Lesson from which to learn from and draw inferences from as they are fully taught the seven habits of effective readers, such as visualizing, synthesizing, drawing inferences, and determining importance.

4. The Periodic Assessments were administered for the first time last year and our school is still learning how to use them more effectively in planning our ESL goals for the year. We are learning more and more about the exam, but find the NYSESLAT more useful in helping us to plan for the year because the NYSESLAT also tests students in the speaking modality.

5. Not Applicable.

6. The success of our programs for ELLs is determined based on common assessments, state assessments, formative classroom assessments and conversations with students and parents, as well as teacher evaluations.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 07X547 School Name: New Explorers HS

Cluster: 2 Network: 202

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.

The Home Language Survey is what we use to determine what percentage of our parents first language is not English.

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.

One quarter of our population is ELL's. All of our information is presented in both languages, English and Spanish. These findings was discussed at the SLT, Parents Association and Parent Teacher Conference Meetings.

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.

Any, and all communication whether written or oral from the school to the parents is in English and Spanish.

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.

All our translation services is done in house by our faculty and staff.

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>.

The school provides on site communication from the school written, and orally in both English and Spanish.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: New Explorers High School	DBN: 07X547
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: 25
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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:

1. Rationale: Our ELLs are underperforming the subject area Regents exams and need additional support to pass. Therefore, we are enrolling them in the after school ESL enrichment classes. Additionally, students have underperformed in the reading and writing components of the NYSESLAT.

2. Subgroups and grade levels to be served: ELLs --beginners, intermediate, and advanced-- in all four grades (9th - 12th). The program will consist of developing reading comprehension and writing skills. The teacher will use Achieve 3000 to develop reading and writing. Additionally, to adhere to the arts theme of the school, the program will have a visual arts component that will integrate the teaching of academic vocabulary (tier III words) where the arts curriculum will be aligned to the social studies, math, science and ELA curriculum. Through direct arts instruction, the teacher will thematically plan instruction that draws from the ELA, Social Studies and Science curricula. Students will create arts projects that illustrate and reflect their learning from these thematic units of study while simultaneously strengthening all four modalities of second language acquisition: listening, speaking, reading and writing. The program will consist of three ninety minute periods per week from 3:30 to 5:00 (Mon., Tue., and Thu.) in room 249 and in room 246. The two classes of 10-15 students will be taught by two NY State ESL certified teachers, Ms. Marianne Ogden and Mr. Richard Johnson, and the language of instruction will be in English. This program will run from December to June one session three times per week for 20 weeks. There will be a total of 25-30 ELLs in this program. Ms. Ogden and Mr. Johnson will identify these students using NYSESLAT data to determine who needs support in reading and writing. Two teachers, Ms. Ogden and Mr. Johnson, NY State ESL certified, will teach in this program.

Teacher Per Session: 1 teacher at \$50.19 per hour for 4.5 hours per week for 20 weeks = 2 trs x 4.5 hrs x 20 wks x \$50.19 = \$9,034.20

3. Types of materials: For this program, we will use Achieve 3000, graphing chart paper, leveled reading libraries, projector for smartboard, bilingual dictionaries and glossaries. In total resources: reading libraries, glossaries, bilingual dictionaries, chart paper, notebooks, pens and pencils will be purchased with T3 fund. The Achieve 3000 computer program will be purchased with a different fund source.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Raionale:

Teachers of ELLs need professional development to keep abreast of current trends in ELL education. Additionally, content area teachers need ELL professional development to understand and know how to best serve their ELL students.

Teachers to receive training: Professional development opportunities will be extended to our ESL teachers, Ms. Ogden, Mr. Akopian and Mr. Johnson. Because most teachers will work with an ELL student at one point or another, Professional Development will be extended to all members of the faculty: six special education teachers and twenty-two general education teachers.

Schedule and duration: There will be a total of two professional development sessions provided by an AUSSIE consultant; the cost of the AUSSIE consultant workshops is \$1250 each. T3 fund will be used to pay for one day of PD.

ELL specific topics to be covered:

December 19- Developing Academic Vocabulary in the content areas.

February 6- Differentiating for ELLS

Other topics for PD this year are schoolwide in scope and address the different needs of our diverse student population:

October 17 and 24- Designing Coherent Instruction

November 14 and 21- Student Engagement

November 28 and December 5- Using Assessment in Instruction

December 12- Questioning Technique

January 2- Teacher Feedback

March 6- Developing a Culture of Learning.

Name of provider: AUSSIE consultant, Krishna Saha. Since T3 funds are only enough to pay for one day of PD from the AUSSIE consultants, other fund sources will be used to pay for other professional development workshops for the whole staff. All PDs are facilitated by the AUSSIE consultant, Dr. Saha, and the Literacy Coach, Ms. Lewis.

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:

Rationale:

Parental involvement provides greater accountability of students which leads to greater academic achievement. To this end, we want to educate our ELL parents on how they can be more involved in their children's academic progress. Parental engagement activities will consist of the following workshop topics: "ESL support for Parents," "Translation Services for Home and School," and "Basic Computer Literacy."

Schedule and duration: Each workshop will be 6:00pm - 7:00pm on

September 28- "Introduction to ELL Needs"

December 19- "Why do we use the term English Language Learners?"

January 7- "Why do ELL students have such a diverse literacy needs?"

January 16- "How can I target the ELL during Literacy Instruction?"

January 30- "What are some instructional practices that will support and scaffold English Language Learners?"

February 6- "The school's English Language Learners program and its benefits"

Name of provider: Ms. Ogden, who will be paid six per session hours for facilitating these workshops. Mr. Aponte will assist her in facilitating the workshops.

How parents will be notified of these activities: Letters home, phone master, website (everything in Spanish and English), and outreach made by our Parent Coordinator, Mr. Vidal Aponte.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		