



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EXPLORATIONS ACADEMY HIGH SCHOOL

DBN (i.e. 01M001): 12X251

Principal: SUSANA HERNANDEZ

Principal Email: SHERNAN10@SCHOOLS.NYC.GOV

Superintendent: LINDSEY ELAINE

Network Leader: MARIA CHRISTINA JIMENEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
SUSANA HERNANDEZ	*Principal or Designee	
KERRY ECK	*UFT Chapter Leader or Designee	
JUANA ELWIN	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
RAUL GARCIA	Member/ UFT	
VELEZ LILLIAN	Member/ UFT	
CARMEN GONZALEZ	Member/ PARENT	
ROSIBETH ELWIN	Member/ PARENT	
ERLIN ELWIN	Member/ PARENT	
ARIAS GRISAURY	Member/ STUDENT	
SUSAN ELWIN	Member/ STUDENT	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve our graduation rate. By June 2014 the register cohort students on target to graduate will increase to 54% or higher.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to our RCOS report and ARIS 24 students out 70 on the current register or 34% are on target to graduate with credits and regents. In addition, according to our Progress Report we need to increase our student credit accumulation and regent passing rate.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide daily assessment for learning strategy during instruction to meet the needs of all students. Infuse literacy strategies in all core content areas to increase Regents passing rates and credit accumulation. Collect, analyzes and post ARIS charts, showing students progress toward graduation by grade level, ELL and Special Ed students. Analyze Mock Regents, NYC, Scantron and other assessments results. Provide academic intervention services and Extended day programs. Review student work to increase teacher understanding of academic material, for the purpose of closing the achievement gap.

B. Key personnel and other resources used to implement each strategy/activity

Principal, Assistant Principal, Guidance Team, Teachers, Inquiry Team members, School Coaches, Academic Interventions services and Extended day program for credit recuperation and Regents prep classes. Implemented a trimester schedule.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Teachers will participate in on-going daily professional development through department and grade team meeting increase collaboration, professional growth and students' academic achievement.

Teachers and Guidance counselors meet weekly in grade teams to discuss individual student progress towards graduation.

Content teachers and Special Education teachers meet weekly to scaffold instruction to meet the needs of our IEP Students.

Weekly grade team to review student work and assessment to monitor student progress for credit accumulation.

Grade teams identify Inquiry target group, which include the lowest third students for the purpose of assessing student work, creating assessments and identifying effective instructional strategies.

D. Timeline for implementation and completion including start and end dates

Review student's progress in the credit recovery and Saturday Regents at the end of each marking period.

Review program that would be expected to have earned or passed their Regents in January and June.

Review students' transcript and review progress. At the end of each trimester.

Guidance Counselors will evaluate the cohort transcripts at the end of each semester to identify students who are not making progress toward

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A trimester schedule one hour classes every day.
2. Per session will be pay for 5 teachers, one administrator and one guidance counselor for 14 Saturday for Regents preparation.
3. Daily grade team meeting.
4. Two teachers and one administrator will receive per session for 18 weeks after school tutoring and credit recovery.
5. Parents workshops every trimester. One incentive trip per grade in February and in June for all students that are on target to be promoted to the next grade.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Conduct meetings with both parents and students not on track and develop individual graduation contract sign by both.

Conduct parent workshops on understanding graduations requirements educational accountability, assessment expectations; literacy and to build parents' capacity to help their children at home.

Parents are notified every marking period for students that are not making academic progress towards passing their classes. Scheduled with grade teams to draw up a plan of action to get the student on track.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	X	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve our Math teacher's capacity to utilize Common Core Standard and infuse the instructional shifts. By June 2014, our math teachers will create and infuse 3 Common Core units.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

We will engage students in math tasks aligned to Common Core standards. The tasks will be embedded in the daily instruction and include multiple entry points for all learners. Our Math teachers will develop a coherent Math rubric to assess progress of Common Core. Math teachers will engage students in tasks that require them to demonstrate their ability to develop their mathematics skills using common core aligned tasks.

2. Key personnel and other resources used to implement each strategy/activity

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

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

All math teachers engage in weekly department and grade team meetings to collaborate in developing common core units. Conduct interim-assessments, unit and summative assessments. Meet weekly in grade team meetings to analyze student work to monitor progress and discuss new strategies. Our daily grade team our teachers collaborate to discuss, inquiry target group, analyzing student work, department meeting, and inter-visitations feedback. School wide presentations to share effective implementation and progress towards implementing the Common Core.

4. Timeline for implementation and completion including start and end dates

- September – November- Implement Common Core curriculum
- November -January -- Feedback using student work
- February- March Implementation of the second unit
- March-May – Second unit feedback using student work
- June - School wide student work presentations

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Bi-weekly coaching, professional development training, National math conference for CCS workshops.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve our English teacher’s capacity to utilize and aligned the Common Core Standards and instructional shift. By June 2014, our English teachers will develop 3 Common Core units.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

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

- **Key personnel and other resources used to implement each strategy/activity**

One Literacy coach to work with our English teachers to support implementation of the Common Core Standards. The coach also conducts observations and individualizes

Professional Development. Teachers will participate in professional development to understand and scaffold the common core standards. Additional workshops include the following: English assessments, attend network Common Core training at Teachers College.

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

• Timeline for implementation and completion including start and end dates

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

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

Bi-weekly coaching, professional development training, National English conference to attend CCS workshops.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve instruction by using the "Danielson Framework" as an evaluation tool to observe and provide feedback and professional Development to our teachers. By June 2014, administrators will conduct at least 6 to 8 observations and provide specific feedback using the Danielson rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our focus last year was to use "Danielson Framework" to provide informal feedback. Through our frequent observations, we identified three Danielson domains (3b, 3c and 3d) as areas that our teachers need additional support/professional development. This year, our teachers completed a self-evaluation using the Danielson Framework to identify any domain for additional support/professional development. High-quality teaching is the most important tool to help our students reach higher standards.

The implementation of the Danielson Framework as an evaluation tool will provides our teachers a clear reference to improve instruction and meet the needs of all learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Provide frequent short observations and provide frequent feedback Provide monthly professional development in domains 3b, 3c and 3d. Develop learning activities and strategies appropriate for our ELL, Special and our low performing students. The content, process and assessments reflect the instructional outcome of the lesson. Teachers document student’s progress during and at the end of each lesson. Teachers will use formative assessments such as exit tickets and higher order thinking questions for all students to demonstrate understanding and teachers can make adjustments to the lesson. All teachers will create instructional sequences of activities and learning exercises to make it accessible to all students.

B. Key personnel and other resources used to implement each strategy/activity

Using Danielson Teaching Framework rubric, administrators, coaches and lead teachers will conduct short, frequent cycles of classroom observations and provide teachers with timely, specific, evidence based feedback using the Danielson Framework. We will utilize classroom observations, learning walkthrough to capture effective implementation and progress towards the Danielson’s Framework.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Our teachers will strengthen their own capacity by conducting inter-visitations to provide feedback to each other using the Danielson rubric. Administration, coaches and lead teachers will monitor teachers’ progress while teacher infuse the strategies provided and teachers will improve their instructional practice in 3b, 3c and 3d. We will identify best practice to share with the entire staff.

D. Timeline for implementation and completion including start and end dates

- **September –December- Domain 3b- Questioning and Discussion**
- **January –March Domain 3c-Engaging Students in Learning**
- **March –June - Domain 3D- Using Assessment in Instruction**

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Bi-monthly in house professional development, bi-weekly observation with specific feedback for improvement, lessons and unit studies, peer inter-visitation

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve Science and Social Studies teacher's capacity to utilize Common Core Standards. By June 2014 Science and Social Studies teachers will infuse 3 Common Core units in the curriculum.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

We will engage students in 3 Science and Social Studies tasks aligned to the Common Core standards. The task will be embedded in Common Core-aligned curricula and include multiple entry points for all learners. Students will demonstrate their ability to construct and investigate the analysis behind to arrive at a practical solution. Science and Social Studies teachers will have two written units to engage students in completing a task to read, write and analyze tasks aligned to the common core standards.

2. Key personnel and other resources used to implement each strategy/activity

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

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

4. Timeline for implementation and completion including start and end dates

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

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Net work and other professional development training, National Science and Socials Studies conferences to attend CCS workshops.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Provide materials and training to help parents work with their children to improve their achievement level, in English

Develop and distribute letters or publications to keep parents informed about school Common Core Standard activities and student progress

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

information.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Incoming freshmen at level 1 and 2 are programmed into an after school literacy program two days a week to provide additional support. Students who have scored below passing on the Regents exam receive additional Tutoring/Regents support. In addition, regents prep class for 12 th grader who scored below passing on the English Regents. ELL Student and special Education students receive additional support through Achieve 3000,	Small group One to One Peer tutoring	During school day After school & Saturday
Mathematics	Incoming freshmen are programmed for into Integrated Algebra and Geometry classes in 9 th and 10 th grade In addition, regents prep class for 10 th , 11 th and 12 th grader who have scored below passing on the Integrated Algebra and Geometry Regents. Saturday academy prior to the regents.	Small group & One to One Peer tutoring	During school day After school, and Saturday School
Science	Achieve 3000 Tutoring/Regents support for students who have scored below passing on the Living Environment Exam.	Small group Tutoring One to one Peer Tutoring	During school day After school Saturday School
Social Studies	Achieve 3000 , Tutoring/Regents Support. Regent skills prep class for students who have scored	Small group Tutoring	During school day After school Saturday School

	below passing on any Social Studies exams.	One to one Peer Tutoring	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Two Guidance counselors. One counselor for 9th, 10th and Special Education students. A second counselor for 11th, 12th and ELL students. Direct services to students and their families, individual student planning services, and preventive and responsive services.</p> <p>Our counseling curriculum:</p> <ol style="list-style-type: none"> 1) Developmentally appropriate and prevention-oriented group activities to meet students needs and support school goal 2) Leadership and collaborates with others educators to ensure student's academic success 3) Individual, group and family counseling 4) Implements effective referrals and follow-up processes 5) Participates in professional developmental activities to improve knowledge and skills. 6) Fosters early awareness and exposure to colleges and careers. 7) Staff Development with teachers 8) Consultation and workshop with parents. 	<p>One-on-one and groups counseling</p> <p>Workshops</p> <p>Counseling groups</p>	<p>During the school day</p> <p>Before, during and after school</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

We recruits only highly qualified teachers. Some of our teachers are certified in their content area as well as Bilingual extensions and Special Education. We hire teachers, based on our students needs, using multiple tools such as ATR pool and teacher finder candidates. In order to attract, recruit and employ highly qualified teachers a hiring committee review applicants resume. We recruit at various educational institute and ongoing communication with NYCDOE Office of Recruitment, Teach for America, Fellows and referrals from our staff. In addition, we receive referrals from Lehman College, other higher learning institutions and our Network. We look for teachers that have a strong background in technology or that are willing to get training from our Tech Team.

All our candidates must conduct a demo lesson in the subject that they will be teaching. Our hiring committees compose of administrator, students and teachers in the subject meet to discuss the candidate lesson in three categories: Content, Management and Engagement. Once a decision has been made we invite the candidate to a group interview to determine if the candidate will be a match for our school.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our new hires receive one to one mentoring from our Instructional Lead Teacher, coaching content experts and professional development support in and out of school. We provide content coaches for math and English from Institute of Student Achievement (ISA). A coach to conduct professional development from Columbia University Teachers College for CCLS curriculum alignment. Teacher attend National conference for Mathematics, English Social Studies and Science. Our Network achievement coaches and administration provide professional development in the Danielson Framework for teaching. We inform what PD are offered based on our teacher observation and identify effective teachers' strength to videotape and create exemplar observations.

Our teachers will review CCLS lessons/Units seen periodically as "work in progress" to provide specific feedback for the improvement of instructional materials with the CCSS. We will focus on identifying the criteria that are met and providing input on improvements needed to meet the criteria. After reviewing several lessons/units and interpreting the criteria consistently - then ratings may be assigned for each dimension and calibrated. In addition, we will identify lessons/units that can serve as models and guide collegial review. To do this we need to understand deeply what is demanded by using the Tristate Rubric/Equip.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

"The school is a conceptually consolidated school. All funds are used to improve student outcomes and close the achievement gap."

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We use comprehensive assessment compose of the following: 1. **Diagnostic/initial assessment** prior to instruction to establish a baseline from which individual student growth can be measured. (Performance series & Gates McGuiness) 2. **Formative assessment** to make sure students understand the material and provide feedback.-(quiz, exit ticket & questioning), **Summative assessment** at the end of the year assessment to measure student growth. In our daily lesson we have learning targets and frequent formative assessment to build toward the long-term target addressed by periodic/benchmark assessment to inform teaching and learning that occurs prior to the summative assessment.

Our learning targets are aligned to our formative and summative assessments which are aligned to the State standards to ensure that our lessons are coherent and rigorous. Through the assessments we monitor progress and understand how well students are moving forward mastery of the content. If students are not progressing, our teachers identify the reasons why. Diagnostic assessments are use to pinpoint where difficulties lie and to adapt our instruction to make sure our students are ready to meet the standards.

Lessons that include instructional activities and assessments aligned to the CCSS. We assess instructional materials to meet the following: **1. Alignment to the CCSS** by integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skill. **2. Addresses key shifts in the CCSS:** Reading Text Closely, Text-Based Evidence, Writing from Sources and Academic Vocabulary. **3. Provide Instructional support**-responsive to varied student learning needs by scaffolding so that students directly experience the complexity of the text. **4. Regularly assesses** *whether students are mastering standards-based content and skills.* Tristate Rubric.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

- 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

F. School Information

District 12	Borough Bronx	School Number 251
School Name Explorations Academy High School		

G. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Susana Hernandez	Assistant Principal Robert Drach
Coach Ms. Mary Sayers/ELA	Coach Katz/Math
ESL Teacher Lillian Velez	Guidance Counselor Raul Garcia
Teacher/Subject Area Luis Sano/Math	Parent type here
Teacher/Subject Area Lissedia Batista/Spanish	Parent Coordinator type here
Related Service Provider Milagros Rodriguez	Other Yadhira Rodriguez
Network Leader(Only if working with the LAP team) Cristina Jimenez	Other Alfonso Santiago

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	64	ELLs as share of total student population (%)	%
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Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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%)										6				6
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										15	17	7	19	58
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	21	17	7	19	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	25
SIFE	15	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	23

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	5	3	1	1	0	0	0	0	0	6
Dual Language	0			0			0			0
ESL	22	6	0	13	6	6	23	0	14	58
Total	27	9	1	14	6	6	23	0	14	64

Number of ELLs who have an alternate placement paraprofessional: 4

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										6				6
SELECT ONE														0
SELECT ONE														0
TOTAL	0	6	0	0	0	6								

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
TOTAL	0	0	0	0	0	0	0	0	0	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										14	16	6	17	53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										2	1			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	1	2
TOTAL	0	0	0	0	0	0	0	0	0	16	17	7	18	58

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										6	2	3	3	14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										8	7	1	6	22
Advanced (A)										7	8	3	10	28
Total	0	0	0	0	0	0	0	0	0	21	17	7	19	64

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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Gates Macguinities and achive 3000 to determine the students reading levels. We use these information to differentiate instruction and provide additional support during classes and after school.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We see a gradual growth in proficiency from 9th grade to 11th grade. In 9th and 10th grade, most ELL students are Intermediate and beginners. This number reduces in the 11th grade, and reduces even further in 12th grade so that most students are, advanced, and proficient. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers demonstrate higher numbers of beginner.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our early emphasis on reading and writing is apparent through the rapid increase in these scores through the 9th and 10th grades. Our ELL teachers team will work in vocabulary building and reading comprehension in these grades impacts the results so that by the 11th and 12th grade are advanced, and proficient. College Prep work will be implemented even earlier in coming years (periodically in 9th and 10th grades) to move students as quickly as possible into academic proficiency in English reading and writing. Through actively using Technology we will increase student proficiency in all modalities, but particularly in listening and speaking
4. For each program, answer the following:
 - a. 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?
 4. For each program, answer the following:
 - a. Our ELLs have a high record of success on the ELA Regents, and other exams taken entirely in English with English/Spanish dictionary support. Students choose to take stardardize tests in the language in which they are most comfortable, which is generally Spanish. Due to the small number of ELLs taking tests in English, it is difficult to determine that there is a significant pattern that emerges. However, results of tests taken in the native language are very promising. More students demonstrate higher reading skills on their Native Language. We use what we know about literacy in the native language to inform programming and instructional decisions in English.
 - b. This year, we have chosen to implement DYO Periodic Assessments instead of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
Native Language Instruction is provided in content areas for support in our TBE classrooms and through Native Language Arts and AP Spanish in 11th grade. Our English literacy teachers have created DYO Periodic Assessments this year which are aligned to the ELA Regents but provide scaffolding for ELLs at different levels. Teachers keep periodic assessment folders for each student. In Literacy Institute, students review the results of each assessment and record their scores on each area of the ELA Regents writing rubric so that they can track their progress over the year. Students reflect on their progress and intervene when students fail to meet goals with after-school tutoring and Saturday academy
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - Home Language survey is conducted by the Community Assistant, Ms. Rodriguez. She gives students an informal oral interview in English and conducts a formal initial assessment in literacy and numeracy. The assessment includes a reading comprehension and basic arithmetic and pre-algebra and algebra questions.

LAB-R is administered to new comers (over-the-counter) by Ms. Velez, ESL Teacher. To determine Spanish language proficiency, Ms. Batista NLA Teacher, administers the Spanish Lab.

Students who are identified as ELLs are evaluated every year using the NYSESLAT. Data is evaluated to determine program placement (e.g. the number of hours in ESL classes).

Common Planning Time is used by all teachers, on all grades, to monitor language progress for all ELLs. Furthermore, to emphasize consistency both on a department and grade team levels, content teams meet weekly to monitor progress among by looking at student work, which include our ELL and Special Ed students.
- 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.

Students who are matched to our school by OSEPO come for orientations in July and or August. During the intake process, Ms. Rodriguez, Community Assistant and Mr. Garcia, Guidance Counselor explained to parents that Explorations offers a Freestanding ESL program. Parents and students who determine that our model is the best match for them enroll in Explorations Upon arrival, they are placed in classes which allocate English and Spanish language instruction according to their needs, transitioning fully into English-language classes with Freestanding ESL classes. Parents who determine that they need a differen model usually return to OSEPO to get a different placement. However most of of our parents select our Free-Standing ESL program.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Ms. Velez, ESL, Coordinator create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). These letters are mailed out to all parents; and copies of each letter are left in the main

office and guidance counselor's office.

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.

After our Guidance Counselor review the Home Language Survey, and after ESL coordinators conduct the LAB-R and Spanish LAB, students are placed into one of 3 groupings based on language proficiency by level:

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

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

BEGINNER STUDENTS are 3 periods a day of freestanding ESL class daily for a total of 720 minutes week.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

6. 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.) 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. 

According to the data, parents at Explorations Academy are supportive of the freestanding ESL instruction in our school. In particular, parents have commented that they appreciate the how we support our ELL students to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, Criteria for Learning/understanding, Assessing for Learning). Explorations Academy monitors how our content teachers, strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding model, it is expected that all students will leave Explorations Academy with college-readiness for all major academic subject areas.

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

A. Programming and Scheduling Information

6. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?

How is instruction delivered?

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

At Explorations Academy, we have several organizational models to deliver instruction. First, instruction is delivered to all students in freestanding ESL classes. Next, students with specific instructional needs receive additional Academic Intervention Skills English classes. These students also receive online literacy program (Achieve 3000) which differentiate and adjust to students reading level and have an auditory visual component to address the need of our ELL. Finally, teachers meet in both grade team meetings and content area meetings to work collaboratively to design instructional delivery. In addition, class of students travel as a group.

- What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

At Explorations, all students are placed into their classes by grade based on students' level of English and passing scores on Regents and other assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and performance.

7. 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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

- Students are scheduled in the allocated time for ESL, ELA and NLA classes with licensed teachers in all areas.

8. 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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

In English, instruction is delivered in either English for advance student with differentiation and push-in for ELL-SWD according to the English proficiency of the students. In addition, a Literacy Skills class to support students. ESL and NLA

support concepts and skills embedded in ELA New York State Standards and performance indicators. .

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

9. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

10. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

11. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Describe your instructional plan for SIFE.

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

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

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

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

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

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

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

requirements for graduation within the four years. Additional support is provided w

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

For our long-term ELLs, we have continued to differentiate according to the students' specific literacy needs and strengths. While some long-term ELLs have received extra skills class others continue with mainstream ELA classes.

e.

12. 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?

Our teachers work collaborative grade team meetings and content teams to come amplify and deepening material for ELLs. This practice will be expanded to include the new common core standard through project based and technology. Our school follow a Balanced Literacy approach with scaffolding instruction. Students are engage in activities developing their listening, reading, writing, and speaking skills. A curriculum infusing Common Cores Standars units will be developed for the the Spring. All teachers will develop learning targets and criteria for learning to assess all students. The learning targets are created using Bloom's to increase English language proficiency levels, academic language, and higher-order thinking skills.

13. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

14. 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.

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

15. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

16. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

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

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

18. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

There is little to no conflict between these subgroups and other students in our school. All students in good standing are allowed to participate in after school athletic programs such as our Basketball and Baseball, Soccer and Drama . An after school program is also available to all ELLs, supported. All our ELL students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips.

19. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a smartboard, 4 computers with Internet access and a printer in all the classrooms, to enhanced auditory and visual learning. Classroom libraries, are present in each classroom. If appropriate learning materials are not available, all teachers have access to two copy machines and an ample supply of copy paper so they can create to support instruction. ol will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students.

20. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

21. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

22. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

23. What language electives are offered to ELLs?

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

improve their English Language skills.

24. For schools with dual language programs:

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

Our school does not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. All teachers receive professional development for ELLs on-going. All new teacher attend in-house professional development usually focuses on Differentiated Instruction and Assessing for Learning Strategies. Throughout the year all teachers are offered support through coaches, team leaders and/or administrators trained in ELL methodologies.

All teachers receive several formal and informal observations each year from administration. When these observations occur, administration uses a "walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations.
 2. Our comprehensive PD plan include en embedded in our daily circular six. Our ESL teache meets weekly the English department to look at student work and assessment. In these meetings with have an ELA coach that meets one on one with the teachers to In addition, Twice a month a coach from Columbia University Teachers College work with our teachers on Common Core Curriculum alignment- Our network also provide Professional Development in CCS development and the Danielson Framework. Teachers
 3. Teachers meet periodically with coaches, team leaders, and adminstrators and meet through interdisciplinary Common Planning Timear, buAll teachers meet several times a week in Common Planning Time and Content Team Meetings. During these meetings, teachers are given opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement.
 4. During peer to peer observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often use the same walk-through tool that administration uses, but it may be modified by content teams to focus on a particular area of instruction. They observe and evaluate scaffolding techniques and other forms of differentiated instruction. After the mutual observations they confer to find ways to further enhance their instruction. Finally, to support our new initiatives in technology, several teachers have begun to attend professional development sessions in the area of instructional technology.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our parents are initially introduced to the school prior to the commencement of their child's first year. Parents and students attend orientation sessions which outline the expectations of the school, as well as programs offered. Monthly Parent Association meetings are conducted by our Parent Coordinator. Parents are represented on teams such as the School Leadership Team, Parent Teacher Conference and in the Comprehensive Educational Plan. Parents who take a leadership role are sometimes invited to and attend staff retreats. Parents are informed of their progress every three weeks. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. Explorations Academy will have two ELL International show case nights only for our ELL students and their parents. Our ESL certified teacher will have the ELL student's present an oral project presentation to their parents and families. By doing this, parents will have an opportunity to observe the progress ELL students are making in language skills acquisition and will have the opportunity. By doing this we hope to increase collaboration and communication to improve parental involvement within our ELL population. In addition, our ELL students are invited to attend our annual parent-student weekend retreat to strengthen parent child relationship.
 2. Our school partners with Children Aide Society and Institute Student Achievement to offer workshops, and other services to families. In addition, our counselors reach out to other CBO to offer referrals and other services. This year we hope to increase ELL parental involvement by offering ESL classe for parents on Saturday.
 3. We evaluate the needs of parents through monthly meetings, newsletter, mailings and other correspondence. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and our conselors, communicates to inform the topics of parent workshops.
 4. Our community Ms. Rodriguez, Community Assistant and counselor communicates daily with parents and uses data to inform the topics of parent workshops. As a result, we develop more support systems for parent-teacher conferences with full engagement from the Parent Executive Board

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Explorations Academy HS

School DBN: 12x251

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susana Hernandez	Principal		10/28/13
Robert Drach	Assistant Principal		10/28/13
NA	Parent Coordinator		10/28/13
Lillian Velez	ESL Teacher		10/28/13
Juana Elwin	Parent		10/28/13
Luis Sano/Math	Teacher/Subject Area		10/28/13
Lissedia Batista/Spanish	Teacher/Subject Area		10/28/13
Jonathan Katz/Math	Coach		10/28/13
Mary Sayers/ELA	Coach		10/28/13
Raul Garcia	Guidance Counselor		10/28/13
Cristina Jimenez	Network Leader		10/28/13
Yadhira Rodriguez	Other <u>Community Assistant</u>		10/28/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: x251 School Name: Explorations Academy

Cluster: 406 Network: CFN

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.

In the school emergency contact, parents identified the language in which they want to receive school information. Then, the information is updated into ATS. The school uses the school messenger to deliver information to parents, so non-English speaking parents receive their information in their preferred language. Also, written information is sent to parents in their preferred language. The school has staff members available as needed for the number of parents who need oral interpretation as well as written. In case the school does not have one of the native languages required, the school contacts the DOE Translation Services to request a translator.

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.

The major findings indicate that 90% of the non-English speaking parents preferred support in their native language (L1). These findings were reported by workshops to the staff community by the ELL Team.

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.

Written information is translated by our school secretary, ESL teacher, foreign language teacher and DOE translation services via email submission in necessary languages.

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.

Phone master messages in students' home language as indicated in ATS as well as translations in Spanish for all workshops provided by our foreign language and ESL teachers. Our attendance teacher is bilingual (English/Spanish) and provides translation during registration process, and when making attendance phone calls.

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 Bill of Parent Rights are provided to parents registration and through the ESL, foreign language and attendance teachers. The parents' rights are also posted at the main entrance of the school. The availability of translation services is posted in the guidance department as well as at the main entrance of the school. Also, the safety plan includes procedures that ensure that all parents have access to administrative communication regardless of language barrier. The school uses the DOE translation services to provide letters and other written information to parents so that correspondence is understood by all parents.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Explorations Academy High	DBN: 12x251
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 64	
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: 4	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 3	

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: We will support ELL students with supplementary Numeracy and Literacy programs. Students will develop their listening, reading, writing, and speaking skills. Students will participate in a rigorous academic program to increase English language and math proficiency. The Saturday program will be scheduled from December to June 2011, 9:00 am to 1:00 pm and will be open to all the ELL students. During the Saturday program Social Studies and one Math teacher will provide Test Prep and math tutoring for 4 hours per week for 17 weeks.

For the after-school program we will have one Bilingual Science and an ESL teacher providing direct instruction to targeted ELL students. The program will be scheduled for two days a week for 3 hours weekly for 18 weeks for 36 sessions from November- June 2014. The after-school program is open to all ELL students, targeting students not making progress in their classes. We will identify the target group by analyzing the student's progress report, transcript, report cards and conferences with their teachers. Attendance will be taken for all the sessions and parental outreach will be conducted by our ELL Guidance Counselor. Additional allocations such as Title I, C4F and fair student funding will be used to supplement the program.

Part C: Professional Development

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

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

Begin description here:

In an effort to improve content area instruction for all ELLs, our ESL Teacher Coordinator will partner with the Bilingual teacher to conduct a series of professional development sessions to guide teachers through the process of learning content literacy strategies and ESL methodologies, infusing them into curricula, and implementing them in classrooms. Once a month during Common Planning Time for one hour our ESL will meet with content teachers and Special Education teachers to discuss modifications needed for our ELL students. Title III allocations will be used for our ESL teachers to conduct the PD after school in planning and scaffolding instruction for our ELL students. Our ESL teacher will visit schools with effective programs with ELL populations. The ESL teacher will attend workshop conducted by our network and others to learn and infuse new ESL strategies November -June 2013. Other allocations will be used for the Guidance counselor to provide on-going supports throughout the school year.

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:

We would like to increase collaboration and communication to improve parental involvement of our ELL parents. In addition, our ELL students and their parents will be invited to attend our annual parent-student retreat to strengthen parent/child relationship. Other allocations will be used to fund the Guidance Counselor to provide on-going supports throughout the school year to our parents.

We will host two international show case ELLs' nights for ELLs' parents. These two international showcases will take place for 4 hours from 5pm -9pm. On this night, our ESL certified teacher and our ELL Guidance Counselor will conduct workshops for our ELL parents.

The first workshop will on November 15, 2013 from 5-7pm Understanding High School Graduation Requirements, from 5-7pm follow by students work presentation.

The second workshop will be on May 16, 2011 from 5-7 pm- Understanding the College Application Process follow by student presentation.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		