



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: NEW EXPLORERS HS
DBN (i.e. 01M001): 07X547
Principal: JACOB HOBSON
Principal Email: JHOBSON2@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: NANCY DIMAGGIO

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
Jacob Hobson	*Principal or Designee	
Jeffrey Vargon	*UFT Chapter Leader or Designee	
Sharetta Hinton	*PA/PTA President or Designated Co-President	
Kaseyrose Cruz	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	
Bienvenido Hernandez	Member/ AP	
Thomas Mckee	Member/ teacher	
Eleve Zelenak	Member/ teacher	
James Canavas	Member/ teacher	
Margaret Jones	Member/ parent	
Victoria Thomas	Member/ parent	
Vivian Garcia	Member/ parent	
Loretta Fleming	Member/ parent	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
--	---

School Information Sheet for 07X547

School Configuration (2013-14)					
Grade Configuration	09,10,11,12,SE	Total Enrollment	463	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	37	# SETSS	N/A	# Integrated Collaborative Teaching	76
Types and Number of Special Classes (2013-14)					
# Visual Arts	11	# Music	10	# Drama	5
# Foreign Language	20	# Dance	10	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.1%	% Attendance Rate		% Limited English Proficient	82.1%
% Free Lunch	90.2%	% Reduced Lunch		% Students with Disabilities	3.6%
% Limited English Proficient	13.6%	% Students with Disabilities		% Students with Disabilities	24.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American		% Black or African American	31.1%
% Hispanic or Latino	67.7%	% Asian or Native Hawaiian/Pacific Islander		% Asian or Native Hawaiian/Pacific Islander	0.2%
% White	0.5%	% Multi-Racial		% Multi-Racial	N/A
Personnel (2012-13)					
Years Principal Assigned to School	N/A	# of Assistant Principals		# of Assistant Principals	2
# of Deans	N/A	# of Counselors/Social Workers		# of Counselors/Social Workers	3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		% Teaching Out of Certification	12.1%
% Teaching with Fewer Than 3 Years of Experience	20.0%	Average Teacher Absences		Average Teacher Absences	10
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	57.5%	Mathematics Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	58.3%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		4 Year Graduation Rate	53.5%
6 Year Graduation Rate	56.1%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial		Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient		Limited English Proficient	N/A
Economically Disadvantaged	No				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Two areas of strength in our SCEP 12-13 were the development of a strong, CCLS aligned curriculum in every discipline and the teacher development in Danielson's components 1E, 3B, and 3D.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We need to improve in our graduation rate and a school wide understanding of differentiated instruction.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One of the challenges we encountered in developing and implementing our school goals related directly to our graduation rate goal. The reason we did not meet the 60% graduation target is because we continue to receive students from the Office of Student Enrollment who came to New Explorers completely deficient with credits and Regents exams. These students were included in our cohort and counted towards our graduation rate. We made various attempts to communicate with the Office of Student Enrollment and they did not acknowledged situation.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school's SCEP goals of designing a strong curriculum and of developing teacher practice were successfully implemented. More work needs to be done around improving our credit accumulation and graduation rate.			
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
Our graduation rate did not reach 60%. Our graduation rate was of 53.5%. Some students in this cohort did not start at New Explorers in 9th grade. Rather, some were sent to us in 11th and 12th grades with few or no Regents exams and some with a low number of credits.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
One of the challenges we will encounter in developing and implementing our school goals related directly to our graduation rate goal. We continue to receive students from the Office of Student Enrollment who came to New Explorers completely deficient with credits and Regents exams. These students were included in our cohort and counted towards our graduation rate. We made various attempts to communicate with the Office of Student Enrollment and we were told that they have to send us students in these grades even if they are deficient in credits and regents exams.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
9 th Grade- increase students' literacy 11 th Grade- Regents 12 th Grade- Regents All grades- credit accumulation Lowest 1/3- Literacy, Credit Accumulation, and Regents ELLs- Literacy, Credit Accumulation, and Regents SWDs- Literacy, Credit Accumulation, and Regents/RCTs			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication is by mail, email, telephone, during PA and SLT, and staff meetings.			
Describe your theory of action at the core of your school's SCEP.			
Develop teacher pedagogy, expand after school arts programs and student participation, and develop partnerships with community organizations to impact student achievement with college and career readiness skills.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Professional Development for teachers- ongoing professional development facilitated by Generation Ready consultants during CPM and school wide PD on Wednesdays. Expand the arts programs during after school and increase the number of students in these programs to help them develop personal and academic behaviors that will contribute to lower suspension rates and college and career readiness. Develop partnerships with community organizations that can provide internships for our students			

List the key elements and other unique characteristics of your school's SCEP.

PBIS – Girls' and Boys' Empowerment classes
After School Arts Programs in music, dance, drama and visual arts

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Principal and Assistant Principals will supervise after school arts programs
Parent Coordinator and PA president will conduct visits to community organizations
Principal and Assistant Principals will supervise the Saturday Academy/Regents Pre Program

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Progress report shows graduation rate of 53.5%

Review Type:	Progress Report	Year:	2012-2013	Page Number:	3	HEDI Rating:	D
---------------------	-----------------	--------------	-----------	---------------------	---	---------------------	---

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader's vision	2.3 Systems and structures for school development
	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By August 2014, the graduation rate will meet or exceed 60% (moving up from 53.5%) as a result of teachers' engaging in collaborative inquiry to address gaps in the skills and knowledge of students in Cohort P.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Saturday Academy-Regents and RCT prep is available to support students in raising academic performance on state exams. This program is open to students who:
 - a. Previously failed or have never taken a Regents/RCT or
 - b. Students who need higher score for CCR 2.4
2. After School SAT prep is available to support student College and Career Readiness– ELA and Math-2.4
3. ELLs- after school language acquisition and enrichment is available to support the academic needs of this subgroup. 2.3
4. Achieve 3000 is used throughout the school day for ELLs and SWD- 2.4
5. My Access is used throughout the school day for ELLs and SWD- 2.4

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

1. AP, teachers and students
2. AP, teachers and students
3. ESL teacher and ELLs
4. Classroom teachers/ coaches/Technology
5. Classroom teachers/ coaches/ Technology

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

1. January Regents, "Mock" Regents assessment results-spring
2. Mock SAT- monthly
3. NYSESLAT practice assessments/ subgroup scholarship performance
4. NYSESLAT practice assessments/ subgroup scholarship performance
5. NYSESLAT practice assessments/ subgroup scholarship performance

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

1. Saturdays from 9:00-12:00- 2 classes each Saturday
November 16 – January 25
April 5 – June 21
2. Weekly from November, 2013 through June, 2014 (one day math and one day ELA) from 3:30-4:30
3. Weekly from December, 2013 to June, 2014 (3 days a week) from 3:30-5:00
4. In use throughout the school day from September, 2013 through June, 2014
5. In use throughout the school day from September, 2013 through June, 2014

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

1. 6 teachers x 16 sessions x 3 hours
1 AP x 8 sessions x 4 hours
2. 2 teachers x 25 sessions x 1 hour
3. 1 teacher x 25 weeks x 4.5 hours –Title III
4. Funded through Title III immigrant
5. Funded through TL NYSTL Software & TL ELA/Math

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
----------	---------------------	----------	-----------------	-----------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Title III-Immigrant
Title I-SWP
TL ELA/MATH
TL- NYSTL
TL ELA/Math

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Build strategies into curriculum to promote higher-order skills across all grades and subjects so that students can engage in rigorous tasks and build stamina for college and career readiness

Review Type:	DQR	Year:	2013	Page Number:	3	HEDI Rating:	D
---------------------	-----	--------------	------	---------------------	---	---------------------	---

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, content area teachers will design units of study and teach lesson aligned to CCLS and content standards as well as embed shifts in instruction as evidenced by alignment to Tri-State rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Generation-Ready (AUSSIE) consultants provide training on integrating the instructional shifts/CCLS in aligned units using Universal Backwards Design 3.3
2. CPT is used throughout the week to Create/Evaluate aligned units in major subject areas.- 3.3
3. Walkthroughs will be conducted using Danielson's *Framework for Teaching* to monitor implementation of aligned lessons in all major subject classes- 3.2

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

1. Teachers and Consultants
2. Teachers

3. APs and Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Curriculum audits bi-monthly 2. Curriculum audits bi-monthly 3. Bi-monthly walk throughs using Component 3C in <i>Framework for Teaching</i>
D. Timeline for implementation and completion including start and end dates
1. 1 Wednesday per month (10) 20 embedded work sessions with CPT (5 with each content area bi-monthly) 2. Weekly scheduled period from September, 2013 through June, 2014 3. Weekly visits, each teacher at least once a month from October, 2013 through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 10 sessions at \$1175 x 1 day per month 5 sessions x every other month-ELA 5 sessions x every other month- Math 5 sessions x every other month- Social Studies 5 sessions x every other month- Science Total of 30 sessions for this goal 2. TL Already in teachers' program 3. TL Already in teachers' program

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS	x	PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Refine and replicate successful instructional strategies so that teachers can share best practices and implement effective strategies to ensure access for all students, including English Language Learners and students with disabilities, consistently across all subject areas.			
Review Type:	DQR	Year:	2013
Page Number:	4	HEDI Rating:	d

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, teachers will incorporate the principles of UDL in their lessons and unit plans, resulting in a 2% increase in credit accumulation among ELLs and SWDs	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Generation-Ready (AUSSIE) consultants will provide teachers with training on Universal Design for Learning principles- 4.2
3 Wednesday teacher PD sessions
3 sessions for each major subject department (embedded training)- 4.2
2. Teachers engage in weekly Common Planning Time to embed UDL in units and lessons
3. Administration will engage in walkthroughs using Danielson's *Framework for Teaching* component 3C to assess implementation of UDL strategies 4.4
4. Inquiry Teams meet weekly to evaluate student work, determine gaps in what students know and what they need to know, and develop strategies to address these gaps with a focus on ELLs and SWD. - 4.5

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

1. Consultant and Teachers
2. Teachers (CPT)
3. APs and Teachers
4. Inquiry Teams

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

1. Curriculum Audits- bi-monthly
2. Curriculum Audits- bi-monthly
3. Review ratings to determine level of implementation and plan future PDs
4. Progress in academic achievement measured by scholarship reports (subgroups)

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

1. 3 sessions whole staff PD- 2 in November, 2013 and 1 in February, 2014; 3 sessions of embedded PD in each content area- November, 2013 through March, 2014
2. Common Planning Time teams meet weekly from September, 2013 through June, 2014
3. Weekly visits, each teacher at least once a month from October, 2013 through June, 2014
4. Inquiry teams meet weekly from September, 2013 through June, 2014

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

1. 3 sessions at \$1175 x 1 day per month
3 sessions at \$1175-ELA
3 sessions at \$1175- Math
3 sessions at \$1175- Social Studies
3 sessions at \$1175- Science
Total of 15 sessions for this goal
2. TL Already programmed into teachers' work day.
3. TL Already programmed into teachers' work day.
4. TL Already programmed into teachers' work day.
- 5.

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants
----------	---------------------	----------	-----------------	-----------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
x	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve our ratings for Safety and Respect from teachers, parents and students

Review Type:	School Survey	Year:	2012-2013	Page Number:	7, 10, and 17	HEDI Rating:	N/A
---------------------	---------------	--------------	-----------	---------------------	---------------	---------------------	-----

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, the school will reduce the number of Principal's and Superintendent's suspension by 10% as a result of the implementation of the PBIS plan

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. AP Security will provide PBIS training in November, 2013, February, 2014 and April, 2014- Staff- 5.3
2. The school will develop a PBIS team to evaluate referrals and assess programs- 5.5
3. The Guardian Angels will form partnerships with students and provide outreach for social/emotional issues- 5.2
4. The attendance teacher will conduct home visits to excessively absent students and provide social/emotions outreach support as needed- 5.3
5. Monthly Reward Systems are in place to promote appropriate social and academic behaviors- 5.3
6. Partnerships- GPS- East Side House Settlement provides social/emotional outreach and support to students and families- 5.2
7. Arts and Culture Enrichment- Focuses on Positive and personal behaviors to improve students' self-esteem- 5.3
- 8.

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

1. AP of Safety and Security
2. Team Members
3. Community Assistants and School Aides
4. Attendance Teacher
5. Staff and Students
6. East Side House Settlement
7. Arts teachers and Students

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

1. Measure tone in halls, stairwells and classrooms
2. Review data reports and monitor reductions
3. Increased attendance and positive student social interactions; reduction in infractions
4. Increased attendance and positive student social interactions; reduction in infractions
5. Increased attendance and positive student social interactions; reduction in infractions
6. Increased attendance and positive student social interactions; reduction in infractions
7. Student attendance at events

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

1. Training Session in November, 2013, February, 2014 and April, 2014
2. Weekly meetings from October, 2013 to June, 2014
3. Daily outreach from October to June
4. As needed from September, 2013 through June, 2014
5. Monthly Celebrations
6. Daily (housed in school) from September, 2013 to June, 2014
7. Twice a week 3:30-5:30 from November, 2013 to June, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity						
1.	TL	Already part of teacher/AP program				
2.	TL	Already part of teacher/AP program				
3.		Volunteer Community Organization				
4.	TL	Already part of teacher/AP program				
5.	TL	Already part of teacher/AP program				
6.	TL	FSF				
7.	7.2	teachers	4 hours a week	x	30 weeks	

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Increase our parent engagement with school and community

Review Type:	School Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
---------------------	---------------	--------------	-----------	---------------------	---	---------------------	---

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	6.2 Welcoming environment		6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, the school will create new partnerships with community organizations, resulting in a 2% increase in parent attendance at school-wide events, workshops and PTA meetings as evidenced by sign-in sheets/participation

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- The Parent Coordinator will provide PD on CCLS- CCR, PBIS, College Application- 6.3
- The school will host Family Nights, which enable families and members of the community to tour the school, engage with faculty and familiarize themselves with policies, procedures and our school community.- 6.3
- Parent Walkthroughs are conducted to supplement Family Nights for parents unable to attend- 6.3
- The school Website is a valuable resource that contains information on all aspects of the school community. It also fosters communication between families and faculty.- 6.3
- Engrade Training is provided to parents so they can navigate the school's grading policies and systems.- 6.3

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

- Parent Coordinator- Coach parents/Teach
- Parent Coordinator- Coach parents/Teach
- Parent Coordinator- Coach parents/Teach

4. Tech Support
5. Parent Coordinator- Coach
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Parent attendance at events
2. Parent attendance at events
3. Parent attendance at events
4. The number of parent/school interactions generating from the website will be monitored.
5. The number of Parent/Engrade interactions will be monitored for effectiveness.
D. Timeline for implementation and completion including start and end dates
1. Monthly, September 2013 through June 2014
2. Monthly, January to June, 2014
3. 2 in the Fall, 2013 and 2 in the Spring, 2014
4. September 2013 through June 2014
5. November 25, 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Postage for parent outreach mailings
2. Supplies: Paper, ink
3. There is no cost associated with this activity
4. There is no cost associated with this activity
5. 2 Desktop computers for parent access

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title I set aside										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. By June 2014, students will participate in Arts and Culture Enrichment classes after school to focus on positive and personal behaviors to improve students' self-esteem and decrease the number of suspensions by 50%.
2. By June 2014, ELL students will attend language enrichment class to increase students' language acquisition by 5% as measured by the NYSESLAT
3. By June 2014, students in the Empowerment classes will increase their scholarship and overall credit accumulation by 5%.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Students will dance, sing, act and do art projects that are aligned to the standards in the NYC Blue Print for the Arts
2. Students will develop their BICS and CALPS in all four language modalities by using the English language in real-world scenarios
3. Students will engage in various Advisory activities, such as goal setting, habits of mind, study habits, college and career planning

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Arts teachers (dance, drama, music and visual arts) and AP
2. ESL teacher and AP
3. For the boys' group- Assistant Principal of Safety and Security and CBO counselor from East Side House Settlement; For the girls' group- SAPIS counselor and one Dean of safety

C. Identify the target population to be served by the ELT program.

1. 9th – 12th grade students
2. Beginning, Intermediate and Advanced ELLs
3. 9th – 12 grade students who failed the 1st marking period, have cut classes, have received suspensions (two groups, one for boys and one for girls)

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	Tax Levy	x	Title I SWP	Title I TA	Title I PF	C4E
x	Title III	Title I SIG		PTA Funded	Grants	In Kind	

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Our CBO, East Side House Settlement is involved with the Boys' Empowerment group by offering counseling and facilitating the Advisory lessons. They will work with two different groups of boys four days per week.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

One of the counselors from our CBO will work with the Assistant Principal to facilitate the advisory classes.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The ELT programs include a variety of opportunities that provide academic, social and emotional enrichment outside of the school day. After-school and Saturday programs provide students with support in improving academic skills that will lead to increased Regents pass rates and higher credit accumulation. Our partnerships provide outreach that addresses a variety of student social needs, while our after school Arts program provides cultural awareness and an appreciation for music and dance.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Students will dance, sing, act and do art projects that are aligned to the standards in the NYC Blue Print for the Arts. Students will develop their BICS and CALPS in all four language modalities by using the English language in real-world scenarios. Students will engage in various Advisory activities, such as goal setting, habits of mind, study habits, college and career planning.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The programs reflect the specific needs of our students and the community by providing essential social services, academic support and the opportunity for students to engage in cultural enrichment as a means of improving their visions of the future.

D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
--	--	------------------	----------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Family outreach is a vital part in ensuring student participation. Attendance is monitored and families are contacted when students do not attend recommended programs.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The following programs are available including the mandated guidance, ELL and SWD services provided:

- Regents Prep class
- Teacher tutoring
- Peer tutoring
- Blended learning

G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
--	--	------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Programs will be evaluated using the following:

- Inquiry groups
- Attendance audits
- Scholarship review after each marking period

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	9th grade Intensive Writing <ul style="list-style-type: none"> • Achieve 3000: Reading and remediation skills • My Access: Writing and skill building program • Regents Preparation class • Teacher Tutoring • Peer Tutoring 	An additional class period added to student programs <ul style="list-style-type: none"> • Small group support • On-line support • Small group instruction • One-to-one support 	During the school day <ul style="list-style-type: none"> • During the school day • Both during and after school the school day • Both during and after the school day • After school
Mathematics	<ul style="list-style-type: none"> • Regents Prep class • Teacher tutoring • Peer tutoring • Blended learning (purchased program) 	<ul style="list-style-type: none"> • Small group instruction • One-to-one instruction • One-to-one instruction • On-line and one-to-one instruction 	<ul style="list-style-type: none"> • After the school • Both during the day and after school • After school
Science	<ul style="list-style-type: none"> • Regents Prep class • Teacher tutoring • Peer tutoring • Blended learning (purchased program) 	<ul style="list-style-type: none"> • Small group instruction • One-to-one instruction • On-line and one-to-one instruction 	<ul style="list-style-type: none"> • After the school • Both during and after the school day • After school
Social Studies	<ul style="list-style-type: none"> • Regents Prep class • Teacher tutoring • Peer tutoring • Blended Learning (Purchased program) • Achieve 3000 for content enrichment 	<ul style="list-style-type: none"> • Small group instruction • One-to-one instruction • One-to-one instruction • On-line and one-to-one instruction • On-line 	<ul style="list-style-type: none"> • Both during and after the school • After school • Both during and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Boys' and Girls' Empowerment groups • Mandated/Related Services Counseling 	<ul style="list-style-type: none"> • Small groups • Individual and Group 	<ul style="list-style-type: none"> • After school • Services are provided during the day

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

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

Recruitment:

- Network HR Director provides resumes of and information about certified teachers, having insured that candidates hold valid NYS certification in the appropriate subject areas.
- DOE HR New Teacher Finder, HR Hiring Fairs and Recruitment Partners are a source for certified teachers.
- Open Market Transfer System and ATR pool are additional sources for certified teachers.
- Establish a rigorous hiring protocol which includes interviews, demonstration lessons, and reference checks.

Retention:

- In house professional development on teaching strategies, best practices, Smartboard technology, and classroom management happens throughout the year.
- BEDS survey is reviewed and programming assignments are reviewed to insure that teachers are working within their certification areas.
- New York State mentor system
- Informal buddy system within departments
- Work with Assistant Principals.

Where appropriate, support teachers to become HQT in additional subject areas including the use of the HOUSSE (Highly Objective Uniform State Standard of Evaluation) system.

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).

Professional Development:

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

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.).

All funds are used to provide outreach programs and communicate with families.

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.

Weekly meetings are held with teacher representatives to discuss, set and review all school policies and decisions

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).

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

A. School Information

District 07	Borough Bronx	School Number 547
School Name New Explorers High School		

B. 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 Jacob Hobson	Assistant Principal Jared Vitolo
Coach Krishna Saha	Coach Althea Lewis, Literacy Coach
ESL Teacher Margaret Jones	Guidance Counselor Giselle Malavez
Teacher/Subject Area Althea Lewis, English	Parent Shanetta Hinton
Teacher/Subject Area Mr. Gould Social Studies	Parent Coordinator Shanetta Hinton
Related Service Provider Gloria Perez	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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	0	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	2	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	457	Total number of ELLs	53	ELLs as share of total student population (%)	11.60%
--	------------	----------------------	-----------	---	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)					0									0
Freestanding ESL														
self-contained										21	10	11	11	53
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	21	10	11	11	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	
SIFE	7	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	24

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										0
Dual Language										0
ESL	11	3	1	16			26			53
Total	11	3	1	16	0	0	26	0	0	53

Number of ELLs who have an alternate placement paraprofessional:

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

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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										21	10	10	11	52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	21	10	10	12	53

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)										3	1	2		6

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)										9	5	8	3	25
Advanced (A)										8	4	4	6	22
Total	0	0	0	0	0	0	0	0	0	20	10	14	9	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	2		
	I										1	3		3
	A										16	1		9
	P										0			
READING/ WRITING	B										2			
	I										5			
	A										5			
	P										5			

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	5		1	
Integrated Algebra	14		8	
Geometry	0		1	
Algebra 2/Trigonometry	0		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		9	
Physics			3	
Global History and Geography	6			
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.
Achieve 3000, LAB-R and NYSESLAT and Baseline tests such as the Measure of Student Learning (MOSUL). Many of our students, including ESL score a "1" on the 8th Grade ELA exam, Mosul and other Base-line assessments administered in all grades and content areas. Our ELLs (96%) as demonstrated on the NYSESLAT, have significantly higher scores on the listening and speaking modalities. Many students remain in ESL because they have not yet passed the NYSESLAT and our school. Many ELLs feel marginalized and feel that ESL classes restrict their general academic progress, thus more than a few a somewhat resistant attitude toward the class. "Why am I here?" they insist. "I was born here!" The staff at NEHS has tried to change this perception and currently aligning all ESL units to the Common Core. All units and assessments have been analyzed under the lens of the Common Rigor Matrix and have succeeded in engaging students. The ESL teacher has set up meetings with each individual student and has explained the regulations regarding Part 154. Each student is aware of his/her score in all sections of the NYSESLAT and has created a plan to pass.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? who tested proficient and/or advanced in listening and speaking, but intermediate or lower in reading and writing:
 - Three have received 0-3 years of service), two have received 4-6 years of service (33 percent), and one is a Long-Term ELL (17 percent). Three out of eight students in this category receive special education services (37.5 percent).
 - o Two students, or 11 percent of ELLs at TASS, had no scores for any section of the 20. NYSESLAT exam
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](#))
Data reveals that while many students test at the advanced level, large number are are long term ELLs and 30% of ELLs receive Special Education services, six students have a paraprofessional and one has an alternative assessment plan.
Almost all students (94%) score on a higher level for the listening and speaking sections than on reading and wrting highlighting the need to for instruction to focus on improving reading and writing skills. NEHS
All ELL and EPs are required to ta ke the the ELA Mosul. Results from the MOSUL, teacher- designed formative and summative assessments are used to drive instruction. As predicted MOSUL scores for ELLs were considerable lower for ELLs than for ELA students. Of the 53 ELLs eligible to take the MOSUL only 43 took it. 20 students scored a 1, and one student scored a 2. with 10 students with a score of 0, 9 were left blank. (
Teacher created base-line assessment results and formative writing assessments such as SQ3R, text to sketch, Learing Logs, and Student Self Reflection are made available to all staff via google docs on school website: www.mynehs.info.
Teachers meet in content area teams to discuss results and strategies to address the needs of students.
Teachers also meet to discuss data gained from Periodic Assesments in grade teams to fine-tune curriculum unit plans.
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?
 - a. As a free-standing ESL program NEHS is unable to offer all ELLs Native Language (NLA) and subsequently do not offer periodic assessments in the native language (Spanish).
 - b. School leadership and teachers use common planning time to discuss the results of both ELL and ELA Periodic Assessments to drive instruction. Teachers strategize on how develop students' skill set. The school is committed to developing school-wide strategies such as annotation, questionning (SQR) and Write to Learn strategies to address the needs of all students.
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](#).)
 - a. Intensive Tier 1 instructionis emphasized with a focus on building upon students strong oral skills. Developing and expanding domain specific vocabulary is also an important tool for intermediate and advanced students. Tier one vocabulary is used primarily with beginners. Mini lessons will also emphasize specific syntactical or language stucutes when appropriate. For example, when making predicions, teacher may model and review future tense.
In order to address the high incidence of linguistic minorities in Special Education, NEHS tries to support ELLs in the mainstream

classroom and provides push-in instruction in content area classes. This helps the address the needs of students who are advanced on the reading and/or writing on the NYSESLAT.

Students who are score advanced on the reading and writing section of the NYSESLAT also receive one period (45 minutes) each day of ESL and one period (45 minutes of ELA)

b. School leadership and teachers are using scholarship data including periodic assessments such as the MOSUL and content-area base-line exams to make pro active decision as to the type of service self-contained or push-in. All teachers of ELLs, Guidance staff and school leadership consult during staff development to discuss data and make informed judgements.

Prior to becoming principal of NEHS, Principal Hobson was a permanently certified ESL instructor and is very aware of the needs of the various ESL sub groups. Professional development will focus on Write-to-Learn strategies and other tasks to assist ELLs in the mainstream classroom.

6. How do you make sure that a child's second language development is considered in instructional decisions?
As mentioned previously, NEHS has a free-standing ESL program and while we are not able to offer to NLA, we have several class-sets of both fiction and non-fiction texts in Spanish. Students are given direct instruction in the similarities in structure between their native language and English. Students develop a list of cognates for vocabulary words for example.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. EPs are assessed on Common Core Aligned tasks in ELA classes, base-line and MOSUL assessments in which they score in the 3, 4 range.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Assessment is the focus of this years' CEP. The administration and network are focusing on developing an ESL Task force monitoring the success of ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
HILS Language Survey administered by Margaret Jones, Certified ESL Teacher and Coordinator) to two students students and their families (Spanish). Informal interview and presentation of ESL Video to discuss options: Transitional Bilingual, Dual Language and Free standing program. Informal interviews with both parents and students are conducted. Several (two parents) had difficulty completing HILS in their native language, expressing regret that they did not learn to read or write in their native language. Parents of both students selected Free-standing ESL Program. In addition to the LAB-R standardized assessment, the NYSESLAT is administered every spring by the certified ESL teacher. This test assesses student gains in English proficiency in the four modalities of speaking, listening, reading, and writing. The speaking and listening tests are administered first, followed by the reading and writing assessments. All eligible ESL students must take the test, including X-coded students with IEPs who do not require services. After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members. Margaret Jones, Certified ESL teacher sends letters (in language designated on HLS to parents to confirm the selection of a free-standing ESL program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
(Certified ESL Coordinator and Teacher shows ESL orientation video and explains options to parents via interpreter if needed.

After the HLIS survey is completed, and the LAB-R is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. Phone calls are also made to confirm choice of NEHS, free standing model. All parents receive an agenda in language of choice. Bilingual staff is available for translation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members. 94% of all paras and aides at NEHS are fluent Spanish speakers and will translate all material on demand. In the event that a low-incidence language translation is needed, certified ESL teacher will contact Office of Translation for specific language services.

During the meeting with the ESL pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program.

The ESL teacher informs the family that the student's placement by parent choice is for one school year. Furthermore, the student will be placed in an age-appropriate class until service needs are identified. Parents should be encouraged to select one program for the duration of the child's education. Research suggests that staying consistently with one language program – instead of switching between two or more programs – may be more beneficial for acquiring a second language. The parent or guardian should also be informed that both TBE and dual language programs offer the most Native Language Arts, or NLA support, with 100 percent and 50 percent, respectively; bilingual support may accelerate the acquisition of L2. Conversely, Freestanding ESL offers only about 25 percent NLA support, more or less. After the brochure and DVD are viewed, and all programs are thoroughly described, parents have a chance to ask questions. Then, parents are given the “Parent Survey and Program Selection” form in the native language. If the “Parent Survey and Program Selection” form is not returned by a specific due date, then the student will be enrolled in a Transitional Bilingual Education program at the school, if there are a sufficient number of students who speak the same language. If TBE or bilingual education is not available at the school, the student may be placed in a Freestanding ESL program.:

3. 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](#)].)

The certified ESL teacher mails entitlement letters to the parent or guardian after the HLIS and LAB-R are completed. If an answer is not received within a sufficient period of time, the ESL pedagogue contact the parent, using over-the-phone translation and interpretation services, if necessary, to schedule the Parent Choice meeting. As mentioned above, results of Parent Survey as well as conituanance and entitlement letters are securely stored in a locked closet in ESL 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.

The certified ESL teacher who administers the NYSESLAT is proficient in Spanish. If parents or students have extensive questions, they are referred to Vidal Aponte, Parent Coordinator or any one of the two bi-lingual Guidance Counselors for help with translating.

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.

Two certified ESL teachers are assigned to administer the NYSESLAT each year. The schedule is posted in the Principals's Admisitrative Circular two weeks prior to administration. The entire school staff is informed via email on the dates of the exam. The teachers of participating students are given schedules of testing times and dates for each student.

Students and their parents are notified of testing times and dates. Parents are notified via mail and school website.

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. 

A review of Parent Survey and Program Selection forms a trend toward free standing ESL programs. Of the parents who completed the survey in the past two years, opted for a Free Standing ESL program, and one opted for a Transitional Bilingual program. (Program models are aligned with parent requests. All parents opted for Free-standing ESL program and all choices and requests were accomodated. It has been noted in previous years, parents of newly arrived students tend to select transitional bilingual programs, when Bilingual Program is available, parents then select Free Standing ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Self-Contained--

The self-contained classes are ungraded, containing both 9th, 10th, 11th and 12 graders (between lower level beginner to intermediate and high intermediate to advanced. In most classes, ELLs are heterogeneous, or mixed in proficiency levels, within all the classes.

In the Freestanding ESL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organized and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/pullout/afterschool ESL classes, the reading and writing workshop intervention allows for student choice of material on a variety of fiction and non-fiction topics based on pre-assessed reading Lexiles. (Columbia Teachers College, Workshop Model) ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, all articles and activities from the program are based on content area and common core including science, math, geography, politics, and social studies.

Even before our students begin to read teachers activate prior knowledge based on the subject at hand. We explicitly teach the necessary background knowledge, concepts, literacy strategies, and vocabulary, which in turn increases student comprehension and understanding. We may instruct and encourage the use of graphic organizers to help students to plan and draft writing. Instructors often ask leading questions based on the passage, questions, and writing prompts, and give individualized attention, which helps students to transfer, analyze, and evaluate what they have learned from the readings. Students learn to pinpoint specific thought processes, connect sentences to generate meaning, and how to use transitional phrases to enhance all written communication.

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoint and Microsoft Publisher presentations in groups. ELLs are required to extend their thinking beyond the text, and to talk about their own lives in relation to the text. They are encouraged to make text-to-text, text-to-self, and text-to-world connections, based not only upon the book but upon subjects they are interested in, but which are also connected to the text. The ESL teacher provides background and technical information, helps the student to improve research skills, and scaffolds the writing process (Including but not limited to pre-writing, graphic organizers, vocabulary and paragraph structure.

5. Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, relevant PowerPoints, and textbook materials. In ELA, the English teacher and the ESL teacher work together to help students in group activities, such as narrative, essay writing, and brainstorming. The ESL teacher works with specific skills from the content lesson.

This year, the ELL program focus is on the Common Core. ESL units and instruction is aligned with the common core English Language Arts Standards as well as ESL standards for newcomers... Our school also plans to focus on projects involving content area units in history, geography, living environment mathematics, literature, and creative writing, employing technology, such as the Internet, blogs, and the creation of student websites. Student learning is differentiated based on their levels, and independent reading is chosen carefully for the correct level. Students are given periodic summative and formative assessments to determine appropriate level as well as any changes in level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Advanced students are given 45 minutes/day in ESL and 45 minutes/day in ELA

Beginning and Intermediate students receive 90 minutes/day in ESL.

Beginning students have a double block, and intermediate 45 minutes during period and 45 minutes during period 7.

Self-contained ESL students (all of which are intermediate) meet during third period and 6th period

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the Freestanding ESL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organize and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/afterschool ESL classes, the reading and writing intervention Achieve3000 delivers newspaper articles on a variety of non-fiction topics based on pre-assessed reading Lexiles. ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, all articles and activities from the program are based on content area standards including science, math, geography, politics, and social studies. Even before our students begin to read Achieve3000 articles, teachers activate prior knowledge based on the subject at hand. We explicitly teach the necessary background knowledge, concepts, literacy strategies, and vocabulary, which in turn increases student comprehension and understanding. We may instruct and encourage the use of graphic organizers to help students to plan and draft writing. Instructors often ask leading questions based on the passage, questions, and writing prompts, and give individualized attention, which helps students to transfer, analyze, and evaluate what they have learned from the readings. Students learn to pinpoint specific thought processes, connect sentences to generate meaning, and how to use transitional phrases to enhance all written communication.

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoint presentations in groups. Students are required to synthesize their own meaning from the text, while enhancing the presentation with geographical, historical, scientific, and mathematic features. ELLs are required to extend their thinking beyond the text, and to talk about their own lives in relation to the text. They are encouraged to make text-to-text, text-to-self, and text-to-world connections, based not only upon the book but upon subjects they are interested in, but which are also connected to the text. The ESL teacher provides background and technical information, helps the student to improve research skills, and scaffolds the writing process. Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
As mentioned, previously, as a Free-Standing ESL program, ELLs are not formally evaluated in their native language every year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL's are assessed by their performance on Common Core Standard tasks, formative assessments such as tests, quizzes and projects as well as project-based activities. The ESL Teacher/Coordinator is working closely with the Literacy Coach to align ELA and ESL tasks and Common-Core Standards. All sophmores and juniors were required to take the PSATs and Seniors were required to take SATs in December.
All ELL Curriculum Units are and will continue to be aligned to Common Core.
Achieve 3000, MyAccess and RazzKids (Learing A-Z)
6. 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).

6a. NEHS has only six SIFE ELLs at this time. Lessons at the beginning of the year tend focus Basic Interpersonal Communication Skills (BICS), academic language, vocabulary, and adjusting to school in the United States, among others. SIFE students may also need instruction in the basics, which may include the English alphabet, phonics, and basic reading, as well as math skills, such as multiplication tables. Total Physical Response, or TPR, is very effective with both SIFE and newcomer students, with application for the entire population of students. Technology, such as Achieve 3000, MyAccess, will be used with newcomer SIFEs with elementary

knowledge of English. SIFE students will also have access to technology. SIFEs may create PowerPoints that relate to their lives for oral presentations, along with other students who speak the native language, and with help from the ESL teacher. Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills. SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts. Extended day programs, employing technology such as Glogster, NEWSOLA, Grolier On-line and project-based learning, are available to all ELLs and Former ELLs.

6b. For example, some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop BICS, as well as basic vocabulary, phonics, and academic language. Teachers need to help ELLs to build and use oral expressive language, as well as listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes. Newcomers also need help to adjust to a new country, not to mention all new classes in English, and in a variety of subjects.

6(b) Newcomer students with less than 3 years in the US vary a great deal in their English language skills, depending on the strength of of academic language and literacy in L1. For example, a student with 3 years of ESL may read at a third grade level in L2, while another ELL reads at fifth grade level or above. Therefore, at NEHS we aim to differentiate instruction for the student, meeting the pupil at his or her level. Other newcomers may accelerate very quickly and are quickly integrated into content area classes. They require that content area and ESL teachers explicate new concepts using a number of intelligences that help all students to use English skills in a variety of modalities. These newcomers, not to mention their mainstream and special education counterparts, often require a great deal of visuals and graphic organizers to help envision and break down concepts that might otherwise be overwhelming or incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary for students to reach greater levels of English proficiency. For example, reading intervention, such as RTI, and Achieve 3000 have been very helpful for all students who are able to read in English. This is because the program helps students to learn new content through the guise of factual, academic material, and to apply their learning by writing summaries, essays, and answering pertinent multiple choice questions which are aligned with common core standards. More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. They should receive opportunities to express themselves, mostly in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Programs such as Rosetta Stone, translators, word processors, and PowerPoint can help students to learn new words and phrases in English, as well as to create multi-media presentations to showcase what newcomers have learned in the classroom. Portfolio assessments are even more helpful in understanding the progress of a newcomer than standardized tests – they show progress based on subjective, measurable goals, even though lessons are based on national and state standards.6c. Describe your plan for ELLs receiving service 4 to 6 years.

6c.High School ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students become succl. At tccessful in the Career and College Readiness. At this is point, most ELLs are either at the intermediate or advanced levels in speaking/listening and reading/writing, and require continued explicit teaching of strategies, vocabulary, and content to become proficient in English. Students are given challenging, rigorous content. As mentioned earlier, all ESL units are CCLS aligned and all formative and summative assessments are measured against the Common Rigor matrix. Students are also engaged in interdisciplinary projects in order to acquire domain specific vocabulary. ELLs are encouraged to develop and practice metacognitive skills which help them apply the literacy skills they learn in ESL to other content areas.

6d. The majority of students at NEHS are long-term ELLs and benefit from the same strategies as their ELA counterparts. the critical difference being they require more scaffolding to improve comprehension or acquire a new skill such as comparing multiple texts, or comparing two text through a quotation or critical lense as required by the NYS Regents. It should be noted that many of our long-term ELLs or students with 6+ years of service are SWDs and require small group instruction and multiple entry points. For example instead of writing an extended response essay, long-term ELLs may opt to create a Podcast or PowerPoint presentation to demonstrate mastery. These students are given ample formative assessments such as exit slips, on-line discussion boards, peer reviews.

6e. Former ELLs receive testing accomodations on Regents Exams and Formative Assessments. The ESL teacher sets up periodic meetings with former ELLs to discuss any areas of concern. Guidance and content area teachers are also asked to complete skills assessment for each of the students in order to monitor progress.

7. 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?

ESL teacher has frequent communication with IEP teacher(s) to discuss indivdual student needs. Together they develop an

action plan that outlines strategies that will help each individual student. In addition, Achieve 3000 provides thematic units which contained differentiated reading and writing assignments.

8. 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?
 NEHS endorses the Simultaneous Bilingual model and ELLS who have IEPs receive content area instruction in ICT class as stipulated by their IEP. Students who require smaller class size are enrolled in a self-contained content area class.

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

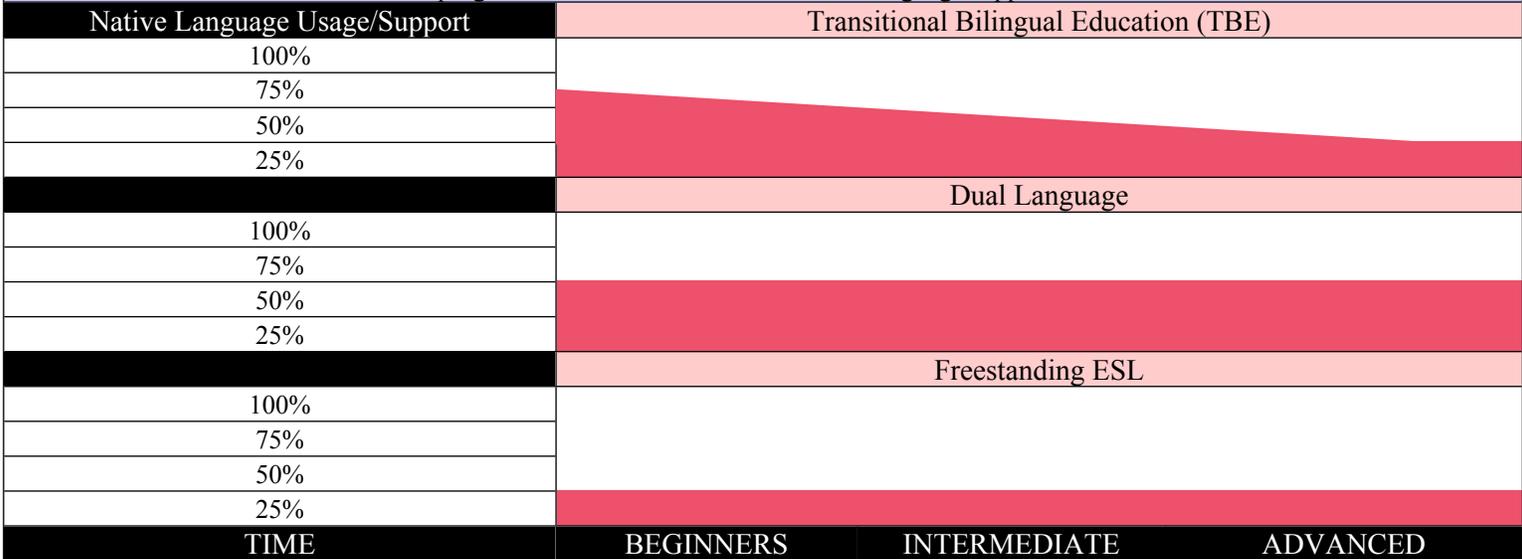
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

9. 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.
- Students are offered extended day services in the following content areas: ELA, ESL Social Studies, Math, and Science Individual student intervention plans or completed by each teacher for students at risk of failing. The results of these intervention plans are made available to all staff via google docs on the school webiste www.mynehs.info. Teachers meet in grade teams and alternately by content discipline to create strategies for success.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In addition to improvement in NYSESLAT scores, the students entire school record, including a student portfolio is reviewed to indentify and monitor progress. Students are given teach-dsgined formative assessments as well as summative assessments to measure progress.
11. What new programs or improvements will be considered for the upcoming school year?
- During the 2013-2014 school year, ESL teacher plans to attend content area meetings to provide provide staff development as it may relate to each subject/content area.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All academic and athlectic programs are open to ELLs.. ELLs are encouraged to participate in all extra-curricular activities and programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL st ELL's are assessed by their performance on Common Core Standard tasks, formative assessments such as tests, quizzes and projects as well as project-based activities. The ESL Teacher/Coordinator is working closely with the Literacy Coach to align ELA and ESL tasks and Common-Core Standards. All sophmores and juniors were required to take the PSATs and Seniors were required to take SATs in December.
- ELLs have exclusive use of the computer lab 10 hours/week
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As a free-standing ESL program native language support is provided by bi-lingual dicitonaries, glassaries and in-lass libraries. native language is used to scaffold comprehension in beginning ESL classes. Cognates and similar syntactic structures between English and Spanish are emphasized
- NEHS uses the Measure of Student Learning as well as the QRI to assess the early literacy skills of ELL's. These are admistered by the ESL teacher during ELA classes and self-contained ESL classe
- INLA content is delivered during NLA spanish class and via bilingual dictionaries (books and computerized directories), through visuals, gestures, audio, movies, and other sensory media, and through reference to items found in the student's home countries. An elementary knowledge of other languages (Spanish) from the certified ESL teacher and other content area educators can also be helpful for our ESL students. Newcomer ELLs often work in groups with other students who speak the same language. We possess a small bilingual library of books – both fiction and non-fiction – borrowed from the public library or owned by the school available to our students. We intend to increase this collection by 60% this year in order to serve the needs of an increasingly high scoring reading scores on the NYSESLAT..
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- required to take the PSATs and Seniors were required to take SATs All Guidance staff are bi-lingual in English and Spanish.
17. 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.
- Newly arrived students are encouraged to participate in the summer institute, exptended day and Saturday Programs.
18. What language electives are offered to ELLs?
- Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - 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)?

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. ESL Teacher will receive the following professional development: ELLs and the Common Core, Co-Teaching and ELLs, as well as PD offered by the RBERN.
 2. Certified ESL teacher will Content area teachers will attend at least one ESL PD regarding ELL literacy or math instruction within the next two years. Certified ESL teacher will also attend NYSTELL training in January 2014.
 4. Certified ESL teacher gives periodic presentations to staff on current ESL Research and Best Practices . Ms. Jones, ESL Teacher and Coordinator will provide staff development for staff during the December and March Staff Development meetings . ESL teacher also attends content area department meetings to better assess the needs of ELLs in Math, Science, Social Studies and the Arts.

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. Each year parents are invited to an orientation for ESL parents. This is an opportunity for parents to get to know their child's teachers and become familiar with the resources that are available to them and their children. Parents are also given support, with the aid of an interpreter if necessary,
 2. Spanish. New Explorers is school partners with the following Community Based Organizations, East Side Community Health and the GSP Program. which preform workshops for both children and parents: East Side Community health. These institutions expose students and their families to different cultural and educaonal opportunities that bridge the gap between learning outside the classroom to inside the classroom. These community based institutions also provided a variety of counseling and mental health servies.
 3. Need of parents are determined by outreach calls and surveys delivered by Engrade our on-line message system. nELL parents receive phone calls and letters from the teachers and administrators as well as the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to
 4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development. In many instances parents do not have access to a computer at home or lack computer/literacy to utilize message sent by school via email. Parents are encouraged to visit school and are invited to numerous Parent Observation and Walk-Throughs during the year. Our Parent Coordinator Vidal Aponte plays a major role in contacting parents.

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.

Pa

Part VI: LAP Assurances

School Name: NEHS

School DBN: 547

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacob Hobson	Principal		
Jared Vitolo	Assistant Principal		1/1/01
Vidal Aponte	Parent Coordinator		1/1/01
Margaret Jones	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **547** School Name: **New Explorers**

Cluster: Network: **202**

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

Part A: Needs Assessment Findings

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

New Explorers uses in-house staff to translate all required documents. NEHS has several staff qualified to translate official documents. All

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.

ELLs at New Explorers are almost Spanish-speaking, with the exception of one French-speaking African student. Results from parent-survey, indicate that parents are satisfied with quality of translation services. Other data such as a high incidence of lunch applicationcollections for LEP students is close to 98%,. All supplemental meetings, such as parent-teacher conferences are translated into Spanish and are thus well-attended, an indication that translation has been successful.

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.

The availability of several, qualified bi-lingual staff ensures the prompt translation of all school documents.

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.

TNew Explorers also uses the Department of Education Telephone translation services when our Bilingual Spanish-speaking Parent Coordinator is not available

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>.

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

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: New Explorers High School	DBN: II547
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: 54
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Most of our immigrant population including our ELLs struggle with literacy skills in their native language and English. More than 96% of our immigrant population are Level 1s in ELA. As we implement Common Core aligned curriculum in ELA as well as other content areas and incorporate the instructional shifts for ELA our goals are:

1. to move our Level 1 immigrant students to Level 2 by June 2014
2. to move our advanced ELLs to proficient by June 2014

Our target population will be 28-30 students---our advanced population, SIFE and newcomers. These students will use computer-adaptive writing program targeting writing skills. The program will take place on Mondays and Wednesdays from 3:20-4:10 PM. There will be two teachers, one ESL and one ELA.

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: As we implement a common Core als

Rationale: Margaret Jones, Permanent ESL Certification has extensive (18 years) teaching newly arrived and SIFE students.

Teachers to receive training: Margaret Jones

Schedule and Duration:

Topics to be covered: ESL and the Common Core

Name of Provider:

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Connecting with parents while parents are in high school is often challenging particularly when parents are second language learners, immigrants working multiple jobs. However, for the Saturday Academy to be successful we will need parental support. Students' attendance and completed of required tasks are often much higher when parents are committed to helping their children succeed.

To help parents help their children we will offer a series of parent workshops on the following topics:

1. Strategies for academic success
2. College and Career Readiness
3. Social/emotional well-being

An administrator, guidance counselor and/or a teacher will facilitate the 1.5 hour workshops which will take place in January, March and April. Letters will be sent home to parents in English and Spanish, the details regarding each workshop will also be shared via our phone/text messaging system as well as email. In addition our Parent Coordinator will publish this in our monthly newsletter.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	5,000.00	per session at current rate

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		High- Lo Books for Long term Ls Orca Publishing Series for At Risk Youth
Educational Software (Object Code 199)	Glogster (\$25.00) Reading A-Z Razz Kids, Vocabulary A-Z	Self publishing software , secur e video uploading Self-paced reading program, empahsis on Non-Fiction and academic vocabulary
Travel		
Other		
TOTAL		