



**2013-2014  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)  
UPDATED 2014-2015**

**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**SCHOOL NAME:** EXPLORATIONS ACADEMY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12x251

PRINCIPAL: SUSANA HERNANDEZ

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SUPERINTENDENT: ELAINE LINDSEY

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Susana Hernandez/Robert Drach	*Principal or Designee	
Kerry Eck	*UFT Chapter Leader or Designee	
Rosibeth Elwin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lizi Arzu Ayleen Fiallos	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lopez-Velez	Member/UFT	
Raul Garcia	Member/UFT	
Elwin Dunia	Member/Parent	
Elwin Juana	Member/Parent	
Garcia Yolanda	Member/Parent	
Rodriguez Yadhira	Parent Coordinator	
	Member/	

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

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

### **ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1** - To improve our graduation rate.

By June 2015 the register students in cohort Q on target to graduate in June 2015 will increase from 34% to 54% or higher.

#### **Comprehensive needs assessment**

According to our RCOS report and ARIS 24 students out 70 on the current register or 34% are on target to graduate in June 2015 with credits and regents. In addition, according to our Progress Report we need to increase our student credit accumulation and regent passing rate.

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

#### **Instructional strategies/activities**

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

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

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

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

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

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

**d) Timeline for implementation.**

- At the end of each marking period, we review student's progress in the credit recovery and Saturday Regents Review program that would be expected to have earned or passed their Regents.
  - At the end of each Trimester students and counselors review students' transcript and review progress toward graduation.
  - Guidance Counselors will evaluate the cohort transcripts at the end of each trimester to identify students who are not making progress toward graduation and meet with student and parent to create an action plan.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Conduct meetings with both parents and students not on track and develop individual graduation contract sign by both
  - Counselors conduct parent workshops on understanding graduations requirements educational accountability, assessment expectations; literacy and to build parents' capacity to help their children at home
  - Parents are notified every marking period for students that are not making academic progress towards passing their classes Meetings are scheduled with grade teams to draw up a plan of action to get the student on track.

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

NA

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

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

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

By June 2015 all the Integrated Algebra will be fully aligned to the Common Core Standard and the NYS Tri State Rubric.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

- Engage students in math tasks aligned to Common Core standards.
- Develop tasks embedded in the daily instruction with multiple entry points for all learners.
- Develop a coherent Math rubric to assess progress of Common Core.
- Engage students in tasks that require them to demonstrate their ability to develop their mathematics skills using common core aligned tasks.

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

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

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

- Math teachers engage in weekly department and grade team meetings to collaborate in developing common core math units.
- All teachers conduct interim-assessments, unit and summative assessments
- Analyze assessment to identify individual class pattern and modify instruction

- Teachers meet weekly in grade team meetings to analyze student work to monitor progress and discuss new strategies.
- Analyzing student work and conduct inter-visitations.

**d)Timeline for implementation**

- September – January Coaching for curriculum alignment to the Tri-State Rubric
- November- December -Infuse CCLS in lessons and units.
- November -January – Meet weekly in grade team to get feedback using student work
- January-Analyze Regents aligned questions to measure student understanding of content taught and determine which areas students need extra support.
- February- Infuse CCLS in lessons and unit and create an additional Common Core Unit
- March-May – track individual student progress and improve instructions by skill-based to meet the individual needs of students

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Indicate your school's Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      x   Title I    \_\_\_\_\_ Title IIA      X   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**NA**

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

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3-** Improve teachers instruction by using the “Danielson Framework” and professional Development to increase rigor in all the classes.

By June 2015, administrators will provide 15-20 in school Professional Development and conduct at least 6 to 8 observations to provide lesson specific feedback. As results, the teachers receiving effective or highly effective in areas 3b, 3c, and 3d will increase.

#### **Comprehensive needs assessment**

Our focus last year was to use “Danielson Framework” to provide informal feedback. Through our frequent observations, we identified three Danielson domains (3b, 3c and 3d) as areas that our teachers need additional support/professional development. This year, our teachers completed a self-evaluation using the Danielson Framework to identify any additional domain for support/professional development. High-quality teaching is the most important tool to help our students reach higher standards. The implementation of the Danielson Framework as an evaluation tool will provides our teachers a clear reference to improve instruction and meet the needs of all learners

#### **Instructional strategies/activities**

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

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

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

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

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

- Teachers will strengthen their capacity by using the Danielson Teaching rubric.
- Administration, coaches and lead teachers will monitor teachers' progress
- Teachers will be expected to infuse the strategies provided during professional development to improve their instructional practice in 3b, 3c and 3d.
- Identify best practice and invite teachers to conduct inter-visitations.

d) **Timeline for implementation**

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

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

**Budget and resources alignment**

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

\_\_\_\_\_ Tax Levy      x   Title I    \_\_\_\_\_ Title IIA      x   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here

**Service and program coordination**

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

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4-** Improve English teacher's capacity to utilize aligned the Common Core Standards to the curriculum.  
By June 2015, all 9<sup>th</sup> and 11<sup>th</sup> grade units will be fully aligned to the Common Core Standard and the NYS Tri State Rubric.

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

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

- Engage students tasks aligned to English Common Core Standards.
- Embedded in Common Core-aligned curricula and include multiple entry points for all learners.
- Students will demonstrate their ability to construct and investigate the analysis behind arguments to arrive at a practical solution.
- All English teachers will have units to engage students in completing a task to read write and analyze tasks aligned to the Common Core Standards.

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

- English teachers engage in weekly department and grade team meetings to collaborate in developing common core math units.
- All teachers conduct interim-assessments, unit and summative assessments
- Analyze assessment to identify individual class pattern and modify instruction
- Teachers meet weekly in grade team meetings to analyze student work to monitor progress and discuss new strategies.
- Analyzing student work and conduct inter-visitations
- One Literacy coach to work with our English teachers to support implementation of the Common Core Standards.
- Teachers will participate in professional development to understand and scaffold the common core standards.

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

- All English teachers engage in weekly department to collaborate in developing Common Core Unit.
- All teachers conduct interim-assessments, unit and summative assessments.
- Teachers meet weekly in grade team meetings to analyze student work to understand the level of performance for Common Core.

Our daily grade team time our teachers collaborate to discuss, inquiry target group, analyze student work, department meeting, and inter-visitations feedback.

- School wide presentations to share effective implementation and progress towards implementing the Common Core curriculum.
- Assess with a school wide writing rubric to identify progress across the grade for our students to receive a 75% or higher in the English CC exams.

**d) Timeline for implementation.**

- September – January Coaching for curriculum alignment to the Tri-State Rubric
- November- December –Infuse CCLS in lessons and units
- November -January – Meet weekly in grade team to get feedback using student work
- January-Analyze Regents aligned questions to measure student understanding of content taught and determine which areas students need extra support
- February- Infuse CCLS in lessons and unit and create an additional Common Core Unit
- March-May – track individual student progress and improve instructions by skill-based to meet the individual needs of students

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level, in math
- Develop and distribute letters or publications to keep parents informed about school Common Core Standard activities and student progress
- Provide parents timely information regarding performance profiles with individual student assessment results for each child and other pertinent individual school information

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      x   Title I    \_\_\_\_\_ Title IIA      x   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5** -Improve Science and Social Studies teacher's capacity to utilize Common Core Standards.

By June 2015 Science and Social Studies teachers will infuse a fully aligned Common Core curriculum.

By June 2015, our 9<sup>th</sup> grade Living Environment and Global History units will be fully aligned to the Common Core Standard and the NYS Tri State Rubric.

**Comprehensive needs assessment**

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

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

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

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

- Science and Social Studies Teachers will engage in weekly department and grade team meetings to collaborate in developing common core math units.
- All teachers conduct interim-assessments, unit and summative assessments
- Analyze assessment to identify individual class pattern and modify instruction
- Teachers meet weekly in grade team meetings to analyze student work to monitor progress and discuss new strategies.
- Analyzing student work and conduct inter-visitations
- One Literacy coach to work with Social studies teachers to support implementation of the Common Core Standards.

- Teachers will participate in professional development to understand and scaffold the common core standards.

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

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

**D) Timeline for implementation.**

- September – January Coaching for curriculum alignment to the Tri-State Rubric
- November- December –Infuse CCLS in lessons and units
- November -January – Meet weekly with grade team to get feedback using student work
- January-Analyze Regents aligned questions to measure student understanding of content taught during and determine which areas students need extra support
- February- Infuse CCLS in lessons and unit and create an additional Common Core Unit
- March-May – track individual student progress and improve instructions by skill-based to meet the individual needs of students

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level, in math
- Develop and distribute letters or publications to keep parents informed about school Common Core Standard activities and student progress
- Provide parents timely information regarding performance profiles with individual student assessment results for each child and other pertinent individual school information

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	All 9 <sup>th</sup> graders programmed in two ELA classes one core and one writing electives. Students receive a Students who have scored below passing on the Regents exam receive additional Tutoring/Regents class. ELL Student and special Education students receive support through Achieve 3000, Open Book. Students receive digital support through Citelighter.	Small group  One to One Peer tutoring  Tutoring	During school day After school Saturday School
Mathematics	Incoming 9 <sup>th</sup> graders programmed for Integrated Algebra and digital support through Carnegie Learning and or Think through Math two or three days a week. In addition, regents prep class for 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grader who have scored below passing or 75% or higher on the Integrated Algebra and Geometry Regents. Saturday academy prior to the regents.	Small group Peer tutoring one to one Tutoring	During school day After school Saturday School
Science	Achieve 3000 Tutoring/Regents support for students who have scored below passing on the Living Environment Exam.	Small group Tutoring One to one Peer Tutoring	During school day After school Saturday School
Social Studies	Achieve 3000	Small group	During school day

	Tutoring/Regents Support Students who have scored below passing on any Social Studies exams.	Tutoring One to one Peer Tutoring	After school Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Two Guidance counselors. One counselor for 9 <sup>th</sup> , 10 <sup>th</sup> and Special Education students. A second counselor for 11 <sup>th</sup> , 12 <sup>th</sup> and ELL students. Direct services to students and their families, individual student planning services, and preventive and responsive services. Our counseling curriculum: 1) Developmentally appropriate and prevention-oriented group activities to meet students needs and support school goal 2) Leadership and collaborates with others educators to ensure student's academic success 3) Individual, group and family counseling 4) Implements effective referrals and follow-up processes 5) Participates in professional developmental activities to improve knowledge and skills. 6) Fosters early awareness and exposure to colleges and careers. 7) Staff Development with teachers 8) Consultation and workshop with parents.	One-on-one and groups. Workshops Counseling groups Advisory	During the school day Before, during and after school.

## HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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

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

Our new hires receive one to one mentoring from one Instructional Lead Teacher, coaching content experts and professional development support in and out of school. Some of our professional development includes: Content coaches from Institute of Student Achievement (ISA), professional development from Columbia University Teachers College, workshop from Teacher Effectiveness Program (TEP), National Council of Teachers of Mathematics conference and National Science Association Conference and Administrators. Coaches assist administration in designing and providing professional development. Data gathered from ARIS Talent Management is used to inform what PD should be offered based on teacher observation ratings and it identifies effective teachers' strength to possibly videotape and create a digital observation library. Finally, our Network, CFN 402, and Teachers College for several monthly PD sessions come together to share-out their work around the implementation of Common Core Learning Standards and performance tasks.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**DBN: 12X251**

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$304,347.78	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal	\$3,496.00	X	See action plan
Tax Levy (FSF)	Local	\$2,383,414.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: <u>251</u>	DBN: <u>12x251</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 59
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 4

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: Based on the NYSESLAT, ELA, Math and Science state assessment scores our students need improvement in their writing skills. The assessments show that improvements in essay writing and open-ended responses were needed in order for students to be better prepared in the content area units which are aligned with the Common Core State Standards. Therefore fifty-nine, 9th 10th and 11th grade ELL students will receive additional instruction during after-school program. This After-school program will concentrate on developing expository writing through the use of the content areas. Developing our ELLs writing skills will result in improved writing skills and English language skills. The ESL class will follow a Balanced Literacy approach with scaffolding instruction. Students will engage in activities developing their listening, reading, writing, and speaking skills. Students will participate in a rigorous academic program to increase their English language proficiency levels, academic language, and higher-order thinking skills. There will be 5 classes for content area instruction. Students will be set up based on the content areas (ESL, ELA, Math, Science, and History). The teachers will be certified in each content area. The after-school program will begin Dec. 15th and will end April 15th. The program will meet four days a week: ELA, Math on Mon and Wed., Science and History will meet Tues. and Thurs. and ESL four days a week from 2:45pm to 4:45pm for 18 weeks. The instructional materials will include The Americans- history textbook and New York ELLs textbook.

**Part C: Professional Development**

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

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

Begin description here:

In an effort to improve content area instruction for all ELLs at Explorations Academy, the ESL Lead Teacher will partner with the Bilingual teacher to conduct a series of professional development sessions to guide teachers through the process of learning content literacy strategies and ESL methodologies, infusing them into curricula, and implementing them in classrooms. ESL workshops and peer conferencing by ESL teachers with content teachers to discuss modifications needed for ELL in the content area. PD workshops on ELA and Math curriculum development will be given in order to support the school's initiative for the Spring Academy. Other allocations will be used to provide on-going

**Part C: Professional Development**

supports throughout the school year to assist our teachers in planning and scaffolding instruction for our ELL students. The ESL certified teachers will conduct workshops for content teachers on ESL strategies and differentiation, 15 per-session hours.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Explorations Academy will have two workshop sessions for the parents of our 59 ELL students. Additional support will be made available for the parents of the ELLs to attend from December to January for a total of 3 hours. The workshops will be presented in the parents' home languages whenever possible with the use of translators. The parents will be notified of these activities via phone calls and letters. The workshops will be provided by the bilingual school counselor (Mr. R. Garcia) who is fluent in Spanish. During the scheduled workshop sessions, parents will be informed on how to support their child's education and their higher-education ambitions for the future. One guidance counselor will provide these workshops to the parents of the targeted ELL population for one and a half hours for the duration of two sessions. 1 guidance counselor x 1.5 hrs x 2 x 53.63 = \$

Workshop #1: Many of the parents of our ELLs have not attended college in the United States. The more we can educate them about the process of helping their children choose and apply to appropriate colleges, the more of our ELLs will actually end up in college. We will ask parents how their experiences of the two workshops differed, and how they have influenced their hopes for their children. With these workshops, we hope to increase collaboration and communication to improve parental involvement within our ELL population.

Workshop #2 - We have found that assisting parents in understanding academic achievement standards and assessments, as well as how to monitor their child's progress, produces better graduation rates. The sharing and communicating of best practices for effective communication, collaboration and partnering with all school-based personnel can help parents and students continue a productive path towards high school graduation.

**Part E: Budget**

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

Allocation Amount: \$\_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>251</b>
School Name <b>Explorations Academy High School</b>		

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	<b>64</b>	ELLs as share of total student population (%)	<b>%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										6				6
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained										15	17	7	19	58
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	21	17	7	19	64

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	5	3	1	1	0	0	0	0	0	6
Dual Language	0			0			0			0
ESL	22	6	0	13	6	6	23	0	14	58

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
<b>Total</b>	<b>27</b>	<b>9</b>	<b>1</b>	<b>14</b>	<b>6</b>	<b>6</b>	<b>23</b>	<b>0</b>	<b>14</b>	<b>64</b>
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6				6
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>								

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	16	6	17	53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										2	1			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1	1	2
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>17</b>	<b>7</b>	<b>18</b>	<b>58</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	2	3	3	14
Intermediate(I)										8	7	1	6	22
Advanced (A)										7	8	3	10	28
Total	<b>0</b>	<b>21</b>	<b>17</b>	<b>7</b>	<b>19</b>	<b>64</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses Gates Macguinities and achieve 3000 to determine the students reading levels. We use these information to differentiate instruction and provide additional support during classes and after school.

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

As we evaluate the success of our programs in an ongoing way, we also make changes to pull-out/push-in schedules, schedules and programs, and after-school or Saturday programs

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  - Home Language survey is conducted by the Community Assistant, Ms. Rodriguez. She gives students an informal oral interview in English and conducts a formal initial assessment in literacy and numeracy. The assessment includes a reading comprehension and basic arithmetic and pre-algebra and algebra questions.

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

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

Common Planning Time is used by all teachers, on all grades, to monitor language progress for all ELLs. Furthermore, to emphasize consistency both on a department and grade team levels, content teams meet weekly to monitor progress among by looking at student work, which include our ELL and Special Ed students.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Ms. Velez, ESL, Coordinator create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). These letters are mailed out to all parents; and copies of each letter are left in the main office and guidance counselor's office.
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

BEGINER STUDENTS are 3 periods a day of freestanding ESL class daily for a total of 720 minutes week.
- Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- According to the data, parents at Explorations Academy are supportive of the freestanding ESL instruction in our school. In particular, parents have commented that they appreciate the how we support our ELL students to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, Criteria for Learning/understanding, Assessing for Learning). Explorations Academy monitors how our content teachers, strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding model, it is expected that all students will leave Explorations Academy with college-readiness for all major academic subject areas.
- Our models are aligned with our parents request. As described above, our parents have expressed satisfaction in the current ESL program models. We will emphasize the needs of these models in our hiring, programming, and scheduling decisions.

## 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])?

How is instruction delivered?

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

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

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

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

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

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

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

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

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

programs.

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

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

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

Paste response to question here:

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).

- a. Describe your instructional plan for SIFE.

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

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

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

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

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

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

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

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

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

e.

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?

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

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?

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

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

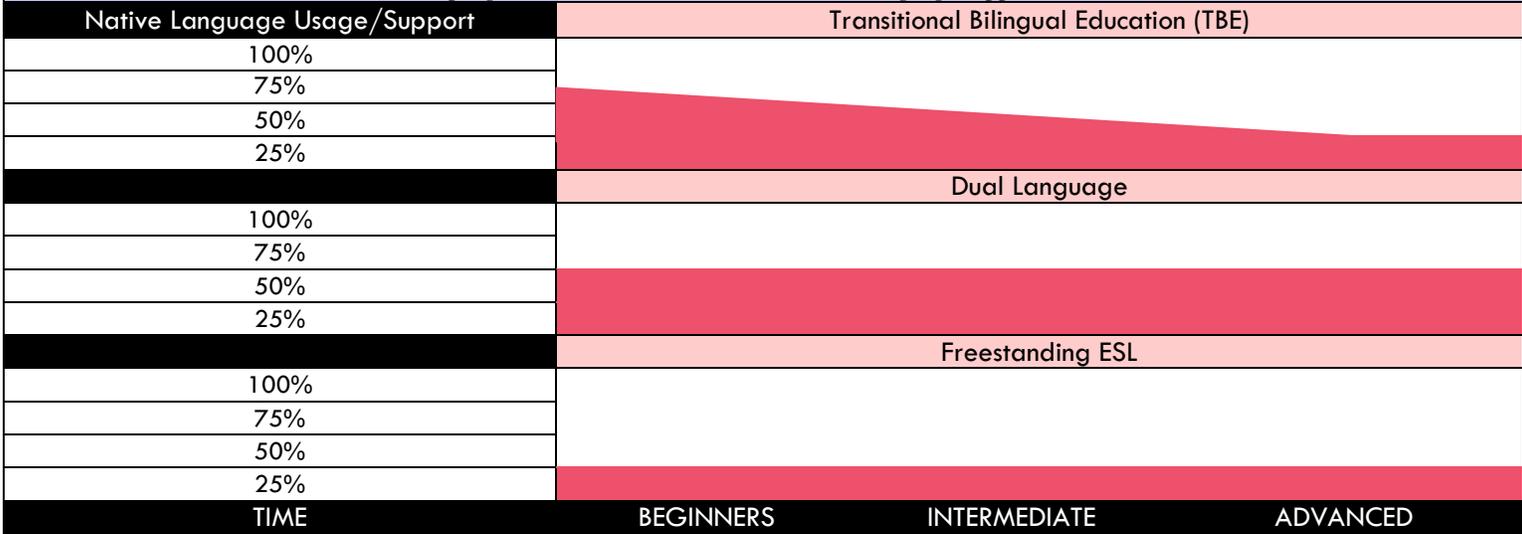
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- Targeted interventions programs for ELLs in ELA, math, social studies and science include regularly scheduled additional skills classes, Saturday and after school program for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these skills classes are differentiated according to the student level and have audio and visual strategies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- We will continue to integrated technology courses to provide PBL (Project Based Learning) . In addition, the school will help ELLs by incorporating an on-line , credit recovery classes. and AP Language
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- There is little to no conflict between these subgroups and other students in our school. All students in good standing are allowed to participate in after school athletic programs such as our Basketball and Baseball, Soccer and Drama . An after school program is also available to all ELLs, supported. All our ELL students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a smartboard, 4 computers with Internet access and a printer in all the classrooms, to enhanced auditory and visual learning. Classroom libraries, are present in each classroom. If appropriate learning materials are not available, all teachers have access to two copy machines and an ample supply of copy paper so they can create to support instruction. ol will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts (Spanish) is offered by certified instructors for at least 48 minutes daily to all ESL students. Many students in freestanding ESL programs are offered courses in Regent Prep and AP Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services and support at Explorations for ELLs corresponds with their ages and grade levels (9th through 12th grade). Social services, guidance, and parental support also correspond directly with student ages and grade levels. :
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.
- A one-day orientation for new ELLs is conducted every over the Summer. One-day orientations are also offered for students and parents. During these orientations, students are parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic compartment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online ARIS tools. These skills are further developed with a series of workshops for parents offered by the ESL teacher and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level meetings to further help the students understand the overall expectations and daily routines of the school.
18. What language electives are offered to ELLs?
- All ELLs at Explorations Academy are given opportunities to take lessons in NLA (Spanish), ESL, and ELA. They complete a language assessment for placement in Spanish Honors or AP Spanish. By strenghinning their native language skills we also improve their English Language skills.

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

Our school does not have a Dual Language program.

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

2. Our comprehensive PD plan include en embedded in our daily circular six. Our ESL teache meets weekly the English department to look at student work and assessment. In these meetings with have an ELA coach that meets one on one with the teachers to In addition, Twice a month a coach from Columbia University Teachers College work with our teachers on Common Core Curriculum alignment- Our network also provide Professional Development in CCS development and the Danielson Framework. Teachers

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Explorations Academy HS**

**School DBN: 12x251**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: x251 School Name: Explorations Academy

Cluster: 406 Network: CFN

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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