

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X251

School Name:

EXPLORATIONS ACADEMY

Principal:

SUSANA HERNANDEZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Explorations Academy High School School Number (DBN): _____
Grades Served: Grades 9-12
School Address: 1619 Boston Road Bronx NY 10460
Phone Number: (718) 893- 6173 Fax: _____
School Contact Person: Robert Drach Email Address: _____
Principal: Susana Hernandez
UFT Chapter Leader: Kerry Eck
Parents' Association President: Yolanda Garcia
SLT Chairperson: Raul Garcia
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Reyna Diaz
Student Representative(s): Lissette Pichardo
Fabiola Escano

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Room 835
Superintendent's Email Address: Bronx, NY, 10458
Phone Number: (718) 741-3157 Fax: (718) 329-8030

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10460/One Fordham Plaza Bronx,NY
Director's Email Address: jruiz@schools.nyc.gov
Phone Number: (718) 828-7776/(718) 741-8895 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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 (Blue Ink)
Susana Hernandez	*Principal or Designee	
Kerry Eck	*UFT Chapter Leader or Designee	
Yolanda Garcia	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Maria Albarenga	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Lissette Pichardo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Fabiola Escano	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lopez-Velez Lillian	Member/ UFT	
Raul Garcia	Member/ UFT	
Kathleen Browne	Member/ Parent	
	Member/ Parent	
Rodriguez Yadhira	Member/ Parent Coordinator	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The mission of Explorations Academy is to prepare students to take on the challenging opportunities of college and career. Our students will grow to be reflective thinkers and gain the skills to become productive members of the community. Our school has a partnership with Lehman College and our students have the opportunity to take courses for college credits through the College Now program. To qualify for the program our students need to pass the English Regent with 75% or higher and the Integrated Algebra Regent with 80% or higher. Our staff schedule includes a daily common planning to engage in collaborative looking at student work, data/assessment analysis, and review Students with Special Needs goals, lesson studies and parental outreach.

Explorations Academy is a high school with 360 students from grade 9 through grade 12. The school population comprises 27% Black, 70% Hispanic, 2% White, and 1% Asian students. The student body includes 18% English language learners and 31% special education students. Boys account for 59% of the students enrolled and girls account for 41%. Addressing the literacy deficit is a continuous challenge at our school. In an attempt to create literacy capacity that promotes successful learning, we offer after school, tutoring, Saturday program and an additional period of small group instruction. We prepare our students by asking them to demonstrate understanding by analyzing document, citing evidence, drawing conclusions, developing a logical argument o and problem-solving.

The elements of the Framework for Great Schools for which our school made the most progress is in providing a supportive environment with social emotional learning and safety and order. Our school also had effective leadership and trust. According to the Framework the key areas of focus were the following: First, provide a rigorous instruction specifically, the shift in literacy and the quality of student discussion. Second, collaborative teachers, specifically the quality of our professional development, innovation and collective responsibility. Third strong family-community ties, specifically parental involvement in the school.

12X251 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	362	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.9%	% Attendance Rate			83.0%
% Free Lunch	88.0%	% Reduced Lunch			5.3%
% Limited English Proficient	18.2%	% Students with Disabilities			28.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			29.7%
% Hispanic or Latino	66.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.7%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.28	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	43.6%	Mathematics Performance at levels 3 & 4			63.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.7%	% of 2nd year students who earned 10+ credits			74.5%
% of 3rd year students who earned 10+ credits	70.7%	4 Year Graduation Rate			64.6%
6 Year Graduation Rate	69.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Framework for Great Schools, our academic program should provide rigorous instruction specifically, Common Core shifts in literacy. According to our School Quality Review Explorations Academy High, has much strength. We were celebrated for engaging students in a rigorous and coherent curriculum in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standard. We were proficient in aligning assessments to curricula, use of on-going assessment grading practices, and analysis of information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Our school was proficient in establishing a culture for learning that communicate high expectations to staff, students and families and providing supports to achieve those expectations. In addition, our school was proficient in creating a structure of professional collaborations, using an inquiry approach that promotes shared leadership and focus to improved student learning. However, we need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts. We will use the Danielson Framework for teaching to align curricula, engagement to meet the needs for all learners so all students produce meaningful work products.

To improve students’ outcomes we will use the Danielson Framework to provide actionable feedback and a clear reference for our teachers to improve instruction and meet the needs of all learners. Our school action plan includes the following: One, design and implement engaging, rigorous; Common Core aligned units and assessments. Two, engage students in cognitively challenging task that promote students to students’ discussion and citing evidence from sources to defend their position. Three, increase students on target four year graduation rate and parental involvement, as indicated in our School Quality Review and the Framework for Great Schools Report.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of our teachers will design and implement engaging, rigorous; Common Core aligned units and assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Units and assessments will be aligned to the Common Core Standards (CCS) by integrating reading, writing, speaking and listening to advance literacy skill. • Teachers will provide instructional support by scaffolding so students experience the complexity of the text. • Provide one to one Professional Development to help teachers aligned the units to the standard. • Teachers will analyze student work to scaffold the standards and understand the level of performance needed for College Readiness. • Teachers analyze assessments data to identify evidence of students' grade level skills mastery. 	<p>ALL students</p>	<p>September 2015 to June 2016</p>	<p>All teachers</p>
<ul style="list-style-type: none"> • Build vocabulary to access complex text and use evidence from text in discussion to improve writing. • Develop tasks instruction with multiple entry points for all learners. • Across the grade use the same annotation protocol for reading comprehension. • Teachers of Students with Disabilities () and English as a Second Language teachers co-plan with content teachers to differentiate 	<p>Student with Disabilities and English as a New Language(ENL) students</p>	<p>September 2015 to June 2016</p>	<p>All Teachers</p>

<p>instruction and meet the student's specific learning needs.</p> <ul style="list-style-type: none"> Review student's work to understand strengths, weaknesses, and next learning steps for SWD and (ENL) students. 			
<ul style="list-style-type: none"> Develop and distribute letters to keep parents informed about school Common Core Standards activities and student progress. Provide parents timely information regarding performance profiles with individual student assessment results for each student 	Parents and Families	September 2015 to June 2016	Teachers, Parent Coordinator and Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Math and Literacy content coaches from Institute of Student Achievement (ISA) and Columbia University Teachers College to review Common Core lesson and unit alignment Professional Development in Common Core Standards and Danielson Framework domains (3B, 3c and 3D) 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> October 2015- January 2016-Assistant Principals meet with individual teachers to review units assess pacing , Common Core Standards assessment alignment By January 2016, 40% of our teachers will design and implement engaging, rigorous; Common Core aligned units and assessment <p>January 2016- May 2016-Assistant Principals meet with individual teachers to review units assess pacing , Common Core Standards assessment alignment</p>

- By June 2016 80% of our teachers will design and implement engaging, rigorous; Common Core aligned units and assessment

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the Framework for Great Schools we need to focus on rigorous instruction, specifically the quality of student discussion in the classroom. We will provide opportunities for students to interact with cognitively challenging task. Across the classrooms, we will improve the quality of student discussion by having students cite evidence from text to support their position during class discussions. According to our Quality Review we need to create opportunities for all students to engage in productive struggles and curricula that enable them to create meaningful work products. According to our Quality Review we need to continue to strengthen pedagogical strategies that consistently provide multiple entry points into curricula, so that all learners are engaged in higher order tasks.

Based on last year summary observation reports in advance, our school strengths include the following: Creating an environment of respect and rapport in which the classroom interactions between the teacher and students and among students are respectful, reflecting genuine warmth, caring, and sensitivity to students. In addition, students’ behavior is generally appropriate and our teachers’ response to student misbehavior is consistent, respectful and effective. However, based on our observations report we identified four Danielson domains: 1E designing coherent instruction 3b Using questioning and discussion techniques, 3c engaging students in learning and 3d using assessment in instruction that our teachers need to improve.

In an effort to improve student outcomes and to strengthen teacher practice, we will observe teachers using the Danielson Rubric and provide teachers with low inference actionable feedback. We will develop a school wide instructional goal and instructional Framework to improve students' performance and teacher effectiveness. To improve collaboration amongst our teachers we will provide opportunities for them to work with their colleagues providing feedback on lessons, student work and assessment results. Our teachers will improve their practice by conducting "Lesson Studies" which involves planning, observing and critiquing each other’s lesson and providing feedback aligned to our school instructional goal.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of our teachers will engage students in cognitively challenging task that promote students to students discussion; citing evidence from sources to defend their position.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will provide students with ongoing-feedback using formative assessments and skill-focused strategies. • Teachers will enhance students questioning, discussion, and offer opportunities to cite evidence from text to defend their position • Administration will identify trends and teachers instructional needs to set up professional Learning opportunities based on individual teacher's need. • Provide individual coaching to teachers as part of their teacher's individualized professional development plans. • Administration will set up an inter-visitation schedule for teachers to visit each other classrooms. • Teachers will engage in peer lesson studies to provide feedback to each other lesson base on the school instructional goal. • Teachers observe each other lessons and look for implementation of the feedback provided during the peer lesson review. 	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Administrator s, Teachers and Coaches Teacher</p>
<ul style="list-style-type: none"> • During peer to peer observations, teachers examine how they are collectively meeting the needs of and ENL students in the classrooms. • Students will be able to identify specific learning/goals via the daily posted Learning Target, Criteria for Success. • Co-teachers will continue utilize the new strategies and concepts, integrating remediation where needed for SWD and ENL students 	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Co-Teachers (Special Education and Core Classroom) -Grade Level Administrator</p>

<ul style="list-style-type: none"> Parents and families will be invited to observe the implementation of the Framework and provide feedback to the teachers' base on their child individual needs. Provide workshops for parents and families to explain the school goals aligned to the Danielson Teaching Rubric and Common Core Standards. 	Parents and Families	September 2015 to June 2016	

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>September June-Literacy Coach and Math coach provide professional development, observations, small group and one to one individual coaching for unit alignment Common Core Standards.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>From October 2015 to January 2016, our teachers will engage in weekly lesson studies and Inter visitations providing feedback of each other lesson. Administration will conduct monthly observations, provide individual feedback to each teacher and develop an inter-visitiation schedule.</p> <ul style="list-style-type: none"> By January 2016, 40% of our teachers will engage students in cognitively challenging task that promote students to students discussion; citing evidence from sources to defend their position. <p>From February 2016 to May 2016 our teachers will continue engaging in weekly lesson studies and Inter- visitations providing feedback of each other lesson. Administration will conduct monthly observations, provide individual feedback and develop an inter-visitiation schedule.</p> <ul style="list-style-type: none"> By June 2016, 80% of our teachers will engage students in cognitively challenging task that promote students to students discussion; citing evidence from sources to defend their position.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Last year, our year graduation rate was 59%. According Quality Review we need to expand our current assessment practices so that clear next learning steps are identified in order to make instructional adjustments to meet students’ learning needs. In an effort to improve student outcomes in the most recent NYS assessments, we need to designed curricula aligned assessment practices that inform instruction.

We must improve the on-time graduation rate of our students, specifically, students who entered in September 2012 and remain continuously enrolled through June 2016. After reviewing the data for the senior class of 2016, only 38% of the seniors are on track to graduate based on credits and 43% are on track based on Regents exams. The data indicate that there is approximately a 10% discrepancy between the credit accumulation and Regents passing rate.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the register cohort R students on target to graduate will increase from 38% to 60% or higher.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We plan to meet our Regents benchmark as follows:</p> <ul style="list-style-type: none"> • Small group instruction built into the students' daily schedule twice or three times a week • Saturday school for 10 weeks prior to the Regents • Regents prep classes built into the students' schedules • Regents item analysis for teachers to identify areas of focus to re-teach • Mock Regents and ongoing unit assessments • Monitor students attendance for Saturday and small group instruction <p>We plan to meet our credit benchmarks as follows:</p> <ul style="list-style-type: none"> • Weekly guidance and teacher meetings to track students' progress • Create an individualize action plan for students • Provide classes students need to recover during the trimester • Monitor students' attendance weekly with the attendance teacher and guidance team • Academic Intervention Services and Saturday Extended Day program for Regents prep classes. • Trimester schedule to provide additional opportunities for students to increase 	<p>Cohort R students</p>	<p>September 2015 to June 2016</p>	<p>Guidance Counselor, Administration and Teachers</p>

credit accumulation in identified content areas of needs			
<ul style="list-style-type: none"> Content teachers and Special Education teachers meet during preparation periods to scaffold instruction to meet the needs of our and ENL students. Academic Intervention Services, SETTS, small group instruction and modification according to students' IEP for all assessments \Regents 	Student with Disabilities and English as a New Language(ENL) Students of the senior cohort	September 2015 to June 2016	Co-Teachers (Special Education and Core Classroom) -Grade Level teacher
<ul style="list-style-type: none"> Guidance counselors evaluate the cohort transcripts to identified student's not making progress towards graduation and meet with students and parent to create a graduation improvement plan. Weekly guidance counselors review students' attendance of the Saturday Regents Review program and contact and inform parents of their child's attendance. 	Parents and Families	September 2015 to June 2016	Guidance Counselor, Administration and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for Guidance Counselors to conduct workshops after school. Parental involvement trips, monthly breakfast, monthly newsletter and Phone Messenger											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> At the end of each marking period, review students' progress in the Saturday Regents Review program At the end of each trimester students and counselors review students' transcripts to review progress towards graduation. By January 2016, there will be an increase in credit accumulation from 38% to 50%, of students that are not on track to graduate By June 2016, there will be increase in credit accumulation from 50% to 76%, of students not on track to graduate By August 2016, there will be an increase in of 76% to 88%, of student on track to graduate

- By January 2016, there will be an increase in the Regents passing of students not on track to graduate from 43% to 51%,
- By June 2016, there will be an increase in the Regents passing of students not on track to graduate from 51%-60%
- By August 2016, there will be an increase in the Regents passing of students not on track to graduate from 60%-71%

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the Framework for Great Schools Strong Family and Community, 84% of our parents had an in-person parent teacher conference and 57% of the parents indicated that they communicated with our teachers about their child's performance. However, only 34% of the parents indicate that they volunteered their time to support our school

This year, we will focus on developing strong family-community ties, specifically the percentage of positive responsive on parental involvement in the school. We will increase positive relationships with students’ families by providing opportunities for parents to volunteer for multiple school events such as trips, health fair, college fair and other school activities. In addition, we will outline how parents can have a shared responsibility to improve their child's academic achievement by increasing school participation, as well as, become involved in the students education.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage rate of parents who volunteered their time to support the school will increase from 34 to 38 percent or higher as per the Framework for Great Schools report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Parents will assist in the college Fair, Career Day and Health Fair • Parents will chaperoned school trips and volunteer for our fund raising events. • Parent association will volunteer to conduct parental outreach • Invite parents to assist the school during Parent Teacher conference • Develop a parent survey where parents can identify ways they could contribute and support the school • Phone messages and newsletter will inform families of important school events that they can volunteer • Monthly workshops to educate parents and how parents can get involve in school events to support their child. 	<p>Parents and Families</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Parent Coordinator, Attendance Teacher, Community Associates and Guidance Counselors</p>
<ul style="list-style-type: none"> • Strategies to address Student with Disabilities (SWD) and also English as New Language (ENL) students and how parents can volunteer to support their child instructional needs. • Invite parents to coordinate and participate in our international ENL students show case nights for our ENL students. • Bilingual monthly newsletter to provide opportunities for parental involvement in school events 	<p>Parents and Families</p>	<p>September 2015 to June 2016</p>	<p>Teachers, Parent Coordinator, Attendance Teacher, Community Associates and Guidance Counselors</p>

<ul style="list-style-type: none"> On a monthly basis invite parents to visit classrooms to observe the instructional program. Invite parents to monthly breakfast to discuss their child's graduation progress. Parents will be greeted warmly when they call or visit the school. 	Parents and Families	September 2015 to June 2016	Teachers, Parent Coordinator, Attendance Teacher, Community Associates and Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Per session for Guidance and teachers to conduct workshops after school. Parental involvement trips and events and Purchasing of Jupiter Grade Monthly Parent Newsletter and Purchasing of Phone Messenger. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> P Coordinator will have sign in sheets monitoring the number of parents that volunteer for different school events. Parent Coordinator will develop a survey where parents can identify different volunteer opportunities that they participated in By January the number of parents that indicated that they volunteered time to support the school will increase from 34 to 36 percent or higher as per school survey By June the number of parents that indicated that they volunteered time to support the school will increase from 36 to 38 percent or higher as per the Framework for great schools report.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All 9 th graders programmed in two English classes one core and one writing electives. Students who have scored below passing on the Regents exam receive additional small group instruction/Regents class. ENL Student and SWD students receive support through Achieve 3000. Students receive digital support through Collections.	Repeated reading and writing	Small group, and Extended Day	During school and after school
Mathematics	Incoming 9 th graders programmed for Integrated Algebra and small group instruction digital support through Carnegie Learning and/ or Think Through Math two or three days a week. In a addition, Regents prep classes for 10 th 11th and 12 th graders who have scored below passing in the Integrated Algebra Regents. After school or Saturday academy prior to the Regents.	Repeating content and numeracy	Small group, and Extended Day	During school and After school

Science	Achieve 3000 Tutoring/Regents support for students who have scored below passing on the Living Environment Regent Exams.	Repeated content reading and writing	Small group, and Extended Day	During school and After school
Social Studies	Achieve 3000 Tutoring/Regents Support. Students who have scored below passing on any Social Studies exams.	Repeated content, reading and writing	Small group, and Extended Day	During school and After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One counselor for 11 th and 12 th grade and Special Education students. A second counselor for 9 th and 10 th grade and ENL students.	<p>Individual planning, individual crisis intervention and counseling services.</p> <p>Effective referrals and follow-up processes.</p> <p>Provide early awareness and exposure to colleges and careers.</p> <p>Collaborates with teachers to ensure students' academic success.</p> <p>Create and implement workshops for parents and teachers</p> <p>Preventive group activities to meet students Social Emotional needs</p>	Individual, family and group counseling	During school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We recruit only highly qualified teachers. All of our teachers are certified in their content area. We hire our teachers, based on our students' needs, using multiple tools such as ATR pool and teacher finder candidates. In order to attract, recruit and employ highly qualified teachers a hiring committee review applicants' resume. We recruit at various educational institutions through ongoing communication with NYCDOE Office of Recruitment, Teacher Collaborative, Fellows and referrals from our staff. In addition, we receive referrals from our school partner Lehman College and other higher learning institutions. We look for teachers that have a strong background in technology or that are willing to get training from our Tech Team.</p> <p>All our candidates must conduct a demo lesson in the subject that they will be teaching. Our hiring committee composed of administrator, students and teachers of the subject meet to discuss the candidates' lesson in three categories: Content, Management and Engagement. Parents, students, content area teachers and parent coordinator are involve in the teacher selection process. 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.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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 include: 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 HSST and Advance is used to inform what PD should be offered based on teacher observation ratings and teacher self-reflections. Finally, our Teachers College and Advance Talent coaches provide several professional development sessions around the implementation of Common Core Learning Standards and the Danielson Teaching Framework.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our Teachers are involved in the use and selection of multiple assessment such as measure of Student Learning (MOSL) unit test, midterm, final, mock Regents, periodic assessments, argumentative essays and reports. The decision making process that our teachers participate regarding the use of and selection of multiple assessments include the following: weekly instructional team meeting, bi-weekly department meeting, individual coaching sessions and weekly grade team meetings.

At the end of every school year, our teachers analyze our Regents data, giving us trends to be used for planning for the next school year. The instructional team, MOSL Committee and each department team use this data to determine the best forms of assessment. Once the assessments are chosen, they are analyzed on weekly and by-weekly basis. Through use of instructional, department and grade teams, we decide what instructional changes need to be made at the unit and planning level. The Instructional Team looks at the overall trends in the school assessment data. Our department teams look at trends for their specific content based on a cycle of formative and summative assessment. The grade teams look at student work to assess the gap in student learning. On a weekly and biweekly, basis we provide professional development regarding the use of assessment results to improve instruction. Our instructional and department teams use the Looking at Data protocol.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	301,342.00	x	13,16,22
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	13,16,22
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,503,046.00	x	13,16,22

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

include the name of the school in the appropriate places.

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 the school. Explorations Academy, 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 the school and the families. The 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 the school community. Explorations Academy 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

[School name], 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

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.

Part A: School Information	
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)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>59</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ 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 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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	<u>Professional Development</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	_____	_____

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.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Susana Hernandez	Assistant Principal Robert Drach
Coach Brian Vprek-Literacy	Coach Nathan Dilworth - Math
ENL (English as a New Language)/Bilingual Teacher Lillian Velez	School Counselor Raul Garcia
Teacher/Subject Area Yenny Nin/ENL	Parent Yolanda Garcia
Teacher/Subject Area Joandry Escalera/Science	Parent Coordinator Yadhira Rodriguez
Related-Service Provider Milagros Rodriguez/Sp E.	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	365	Total number of ELLs	102	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	37
SIFE	22	Developing ELLs (ELLs receiving service 4-6 years)	35	Long-Term (ELLs receiving service 7 or more years)	40

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27	13	11	35	7	18	40	3	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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										20	25	12	25	0
Chinese														0
Russian														0
Bengali												1		0
Urdu														0
Arabic										1				0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										6	1	4	2	0
Emerging (Low Intermediate)										3	7	2	4	0
Transitioning (High Intermediate)										3	8	2	8	0
Expanding (Advanced)										9	10	5	1	0
Commanding (Proficient)										6	9	9	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										6	9	9	3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	9	0	4	0
Integrated Algebra/CC Algebra	17	0	0	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	10	0	4	0
Living Environment	19	0	9	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	18	5	4	0
Geography				
US History and Government	11	0	7	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 this information to differentiate instruction and provide additional support during classes and after school.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 in the Transitioning and Expanding levels. This number reduces in the 11th grade, and reduces even further in 12th grade so that most students are reaching the Commanding level. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers demonstrate higher numbers of Entering and Emerging levels.
- 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 will work on vocabulary building and reading comprehension in these grades which impacts the results so that by the 11th and 12th grade students are reaching the expanding and commanding levels. 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.

The data reveals that students are showing improvements across the grade levels. However, when we examine our AMAOs, the ELLs need to make greater gains from year to year in their progress. Furthermore, there are not enough ELLs becoming proficient in English. The data reveals that students in all grade levels had difficulty obtaining proficiency in the writing modality. In the speaking modality, the students did not have difficulties becoming proficient. On the reading subtest, students did not reach proficiency levels. About half the students in each grade were not proficient in reading. This reveals that more needs to be done to help students

develop reading and writing skills.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. Our ELLs have a high record of success on the ELA Regents, and other exams taken entirely in English with English/Spanish dictionary support. Students choose to take 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 in their native language. We use what we know about literacy in the native language to inform programming and instructional decisions in English.
- b. This year, we have chosen to implement DY0 Periodic Assessments instead of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
Native Language Instruction is provided in content areas for support in our TBE classrooms and through Native Language Arts and AP Spanish in 11th grade. Our English literacy teachers have created DY0 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Explorations Academy incorporates differentiated instruction into the day-to-day instruction of all students. The use of differentiated instruction addresses all language readiness and learning styles of students. Accommodations and modifications to assessments and instruction are also available.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Within the first 10 days of registering into the NYC Doe, a Home Language Identification survey is conducted by a bilingual ENL teacher. She gives students an informal oral interview in the parents preferred language and a formal initial assessment in literacy and numeracy. A bilingual teacher is available to parents and students throughout the intake process. The assessment includes a reading comprehension and basic arithmetic and pre-algebra and algebra questions.

NYSITELL is administered to newcomers (over-the-counter) by Ms. Velez, ENL Teacher. To determine Spanish language proficiency, Ms. Batista, NLA Teacher, administers the Spanish Lab.

Students who are identified as ELLs are mailed an entitlement letter and an ELL program selection survey in their home language. Data is evaluated to determine program placement (e.g. the number of hours in ESL classes).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

An ENL teacher administers the Home Language Identification Survey (HLIS) and then has an oral interview with the parent. The ENL teacher provides and administers the NYSITELL to the student. These assessments determine an interruption in formal education of more than two years, within 2 to 3 days, the Academic Language and Literacy Diagnostic (ALLD) is administered. The ALLD is used as a diagnostic assessment which determines literacy interventions in English.

Common Planning Time is used by all teachers, in 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 by looking at student work, which include our ELL and Student with Disabilities (SWD) students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For a student identified as having a disability, the LPT Team, Ms. Velez - ESL teacher, Ms. M. Rodriguez - Special Education/IEP Coordinator, Mr. R. Drach - Assistant Principal, Mr. Garcia - Bilingual Guidance Counselor and parent, must make a recommendation as to whether there is evidence that the student may have second language acquisition needs. If the LPT recommends that the student does not have second language acquisition needs and therefore should not take the English language proficiency identification assessment to identify the student as an English Language Learner, the recommendation shall be referred to the school principal for review.

If the school principal agrees with the recommendation of the LPT that the student is not an English Language Learner and will not take the English language proficiency identification assessment, the school principal shall inform the parent or person in parental relation of this recommendation, in the language or mode of communication the parent or person in parental relation best understands.

Upon receipt of a recommendation by the school principal, the Superintendent or his or her designee shall review the school principal's recommendation and make a final determination to accept or reject the school principal's recommendation within ten (10) days of receiving the school principal's recommendation. If the Superintendent determines that the student is not an English Language Learner, notice of such determination shall be provided to the parent or person in parental relation in the language or mode of communication the parent or person in parental relation best understands within five (5) days of such final determination.

If the LPT determines that the student with a disability may have second language acquisition needs, the student shall take the initial English language proficiency identification assessment. The CSE shall determine, in accordance with the Individualized Education Program (IEP) developed for such student pursuant to Part 200 of this Title, whether the student shall take the assessment with or without testing accommodations or an alternate assessment as may be prescribed by the commissioner.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Ms. Velez, ESL Coordinator, creates Entitlement letters each fall based on student performance on the NYSITELL (newcomers) and NYSESLAT (returning ELL students). These letters are mailed out to all parents in their home and/or preferred languages; and copies of each letter is left in the main office and guidance counselor's office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The ENL teacher will send the entitlement letter of ELL status notification within 5 school days to parents in their preferred language informing them of the results and about the right to appeal the ELL status within 45 days of enrollment. Copies of parent ELL notifications and letters will be kept in the students' file located in the main office. Correspondence will be in the parents' preferred and/or home language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Within 5 school days of a student being identified as an ELL, parents receive written notice in their indicated preferred language. Prior to placing an ELL in a bilingual program or an ENL program, parents are given an orientation session in their preferred language. The session includes information regarding New York State Common Core Learning Standards (CCLS), assessments, school expectations for ELLs, and program goals and requirements for BE and ENL programs where the bilingual program is the default placement when a parent survey is not returned. Orientation agendas and sign-in sheets are maintained and placed in school files.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- We give parents the Parent Survey and Program Selection forms when they register their child in their preferred language. If parent does not appear in person, we reach out to parent and utilize the over-the-phone interpretation services available through the DOE's Translation and Interpretation Unit so parents can receive language assistance and have their questions answered in their preferred languages. Parent surveys and program selection forms are also mailed to all parents by the parent coordinator return receipt requested and copies of each letter is left in the main office and guidance counselor's office. Home visits are made then ilogged if the parent does not respond by phone or mail.
- Once the parent fill out the Survey and Program Selection form, they are handed in either Ms. Perez (Community Associate), Ms. Kenia Rodriguez (Pupil Personell Secretary) or Ms. Yadhira Rodriguez (Parent Coordinator). A copy of the student forms are given to LPT team and place in their cummmulative file.
- A letter in the parents preferred language is sent to inform parents who have previously chosen a TBE/DL program when the program becomes available. Parents that do not return the survey will be informed via a letter in their preferred language, of the default bilingual education program their child will be placed in.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Parent Coordinator handles letters and forms that have not been completed and/or returned. Parents are first notified by phone to bring them into our school. If the parent does not bring in a form the Parent Coodinator will mail a return receipt requested letter in their home language informing the parent of the need to fill out the form and bring it back to the school. Finally, our attendance teacher will make a home visit to the family to obtain the forms. All forms are filed in the main office.
9. Describe how your school ensures that placement parent notification letters are distributed.
- In the parents preferred language, letters are mailed by the ELL coordinator regarding the Bilingual Ed program being the default ELL Program Placement. BE programs must be in place for parents to have the ability to opt out of a BE program. ELLs are placed in a timely fashion whether or not parents/guardians attend the orientation session. If parent/guardian does not attend the orientation, then the student must be placed in a BE program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The Parent Coordinator files a copy of all letters in the main office. ENL teachers and guidance counselors have access to these forms.
11. 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.
- The ESL teachers check the ATS report RLER for the NYSESLAT eligibility roster of students. An Excel spreadsheet is created with the time and and dates scheduled for each student. The scheduled dates are provided by the state. Each student is checked for completion of the test. Additional test dates are also scheduled to allow any make up dates and ensure all 4 test booklets are completed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ESL Coordinator creates entitlement and transitional support letters then mails them out to all parents in their preferred language. Copies of each letter are left in the main office and guidance counselor's office.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

According to the data, the majority of parents at Explorations Academy are supportive of the integrated and freestanding ENL instruction in our school. They are also pleased with the focus on 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 stand alone and push in model, it is expected that all students will leave Explorations Academy with college-readiness in 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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 ENL classes. Next, students with specific instructional needs receive additional Academic Intervention Skills English classes. These students also receive instruction online literacy program (Achieve 3000) which differentiates and adjusts to students reading level and have an auditory visual component to address the need of our ELL. In addition, integrated/ Push-in instruction is provided in content area classes. 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 to ensure supports are given systematic manner.

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.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ESL Guidance Counselor, Mr. Garcia and our ESL teacher meet to identify the ESL students and their levels. Students are scheduled in ESL classes according to their level: entering, Emerging, Transitioning, Expanding, or Commanding. We ensure students receive the mandated number of instructional minutes by scheduling 9-58minutes periods of stand alone and integrated ENL for entering ELLs, 6-58 minutes periods of stand-alone and integrated ENL for emerging, 3-58 minute periods of push-in ENL instruction for Transitioning and expanding, and 2-58 minute periods for commanding ELLs.

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

3. Describe how core content is delivered in each program model. 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 ENL 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.

History instruction is delivered in English and Spanish translation when appropriate, with differentiation and tiered instruction according to the English proficiency of the students in the 9th grade. A certified ESL teacher collaborates with a content area teacher. In 10th grade and 11th grade delivery of instruction is in English. 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 students with differentiation and push-in for ELL-SWD according to the English proficiency of the students. A certified ESL teacher collaborates within the class with a content area teacher. In addition, a Literacy Skills class to support students. ENL 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 12th grade, our classrooms has a bilingual para to support the beginner and intermediate students. Students are offered peer tutoring and additional tutoring with an educator for math. 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 home languages throughout the year?

All our ELLs are evaluated in their native language whenever possible. In addition all students receive glossaries in their native language.

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

At the beginning of every school year the ELL students are assessed through Performance Series, NYC English Performance Task and Achieve 3000. Every trimester ELL students are given the Performance Series assessment to assess progress. On an ongoing basis our student are assessed using Achieve 3000 for comprehension growth. ELL students are also assessed through periodic assessments. ELL students have access to the same curriculum and content as all general education students. As such, ELL students are assessed in the four modalities through Common Core aligned task in the classroom setting.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
- a. Describe your instructional plan for SIFE.

Students who are recognized as SIFE receive additional focused instruction. The ESL teachers and Paraprofessional provide push-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 students 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 9th grade, our school use diagnostics to place students in appropriate (ESL Classes) according to their English 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 the 11th grade, students prepare for the SAT, and students who have not passed the ELA Regents take additional English classes. Students who qualify 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 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. Additional support materials consist of 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 developing ELLs:

Developing students receive ELL services and are placed in classes to meet their needs. They receive a period of literacy and core content classes in a differentiated instruction model. Many of these students are also part of the inquiry team, where teachers focus on their specific learning needs and create intervention 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.

d. Describe your plan for Long-Term ELLs:

For our long-term ELLs, we have continued to differentiate according to the students' specific literacy needs and strengths. Tutoring is also provided based on the needs of the students.

e. Former ELLs:

Former ELLs, have continued differentiation and accommodations according to the students' specific literacy needs and strengths. While some long-term ELLs have received extra skills classes others continue with mainstream ELA classes.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Upon receiving a written request from a parent/guardian, teacher, or student age 18 years or older within 45 school days of a student's initial ELL designation, in 10 school days we will initiate a Review of ELL Identification Determination. The review is concluded within 10 school days (if Committee on Special Education (CSE) consulted, 20 school days). Before final determination, parents are informed and consent to the results of the Review of ELL Identification Determination. Within six months to one school year of a review, the Principal reviews all decisions to remove ELL status. Any reversal must be made in consultation with the Superintendent and with consent from the parent

8. 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 collaboratively in grade team meetings and content teams to come 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 are developed. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 Education 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

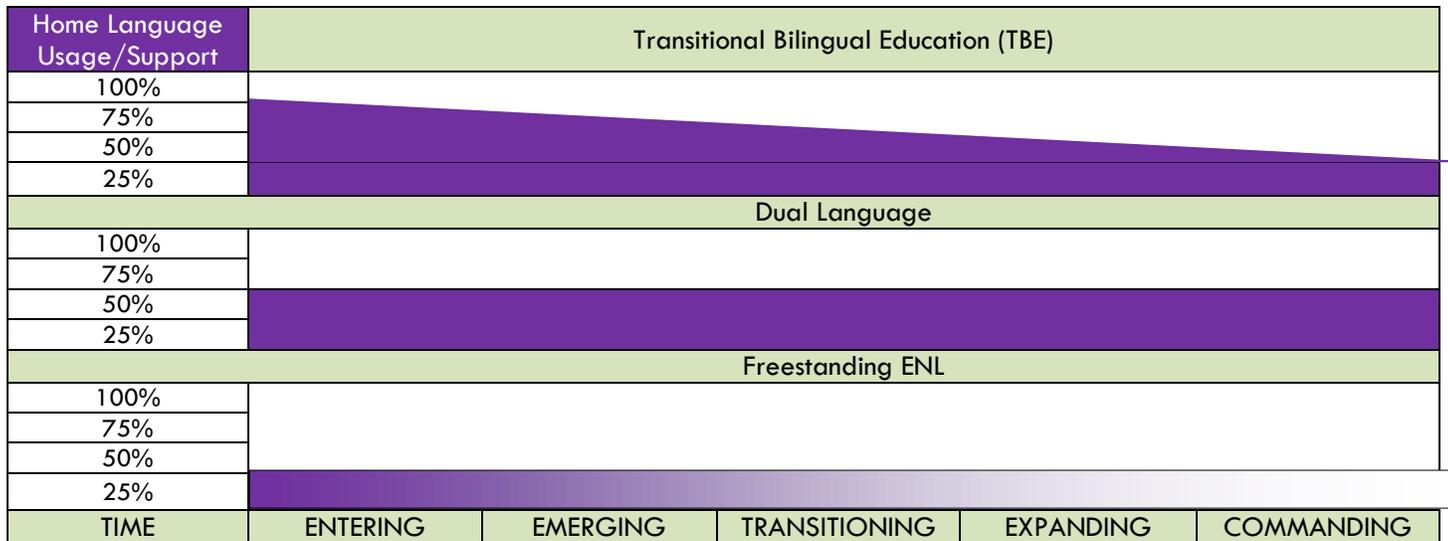


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 intervention 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective and meets the needs of our ELLs in both content and language development because our ELL students have shown improvements on the NYSESLAT, NYS English Regents and Math tests as well as performance tasks and in house assessments. By analyzing our NYSESLAT scores, we see that many students moved up a proficiency level from 2014 to 2015.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to integrate technology courses to provide PBL (Project Based Learning) . In addition, the school will help ELLs by incorporating on-line , credit recovery classes. and AP Language courses.
13. What programs/services for ELLs will be discontinued and why?
No programs or services will be discontinued for ELLs since they have shown improvements in all academic areas.
14. 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 clubs. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 enhance auditory and visual learning. Classroom libraries, are present in each classroom. If appropriate learning materials are available, all teachers have access to two copy machines and an ample supply of copy paper to support instruction. The scjhool 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language Arts (Spanish) is offered by certified instructors for at least 58 minutes daily to all ENL students. Many students in freestanding ESL programs are offered courses in Regent Prep and AP Spanish.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
A one-day orientation for new ELLs is conducted over the Summer. One-day orientations are also offered for students and parents. During these orientations, students and parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comportment, and the school's expectations with regard to academic progress. 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.
19. 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 strenghinnng their native language skills we also improve their English Language acquisition skills.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL teachers receive on going professional development. New teachers attend in-house professional development usually focusing on Differentiated Instruction and Assessing for Learning Strategies. Throughout the year all teachers are offered support through coaches, team leaders and/or administrators trained in ELL methodologies.

All teachers receive several formal and informal observations each year from administration. When these observations occur, administration uses a "walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations. Teachers and other staff members attended outside professional development. All Secretaries, Parent Coordinators and Paraprofessionals are invited to all professional opportunities held within the school. Paraprofessionals discuss the days lesson with the ICT teachers, but also with ELL support teacher and content teacher to support our ELL's and SWD ELL's.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our comprehensive PD plan include and are embeded in our daily circular six. Our ESL teacher meets weekly with the English department to look at student work and assessment. In these meetings we have an ELA coach that meets one on one with the teachers. In addition, twice a month a coach from Columbia University Teachers College works with our teachers on Common Core Curriculum alignment- Our Bronx Field Support Center also provides Professional Development in CCSS development and the Danielson Framework.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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. Agendas and attendance sign in sheets are filed in the main office by the community assistant, Ms. Perez.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents will be informed by mail, telephone calls or home visits about mandatory meetings with the ENL teacher, content teacher and bilingual guidance counselor to set goals for academic improvement and behavior modifications at least twice per school year. All communication with parents is logged. Our teachers also meet with parents on a trimester basis to revisit goals and make changes based on student progress. We provide parents Translation and Interpretation service either through staff or over the phone translation services and all handouts are presented in their home language

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Once planning meetings are held with the ESL teacher, content teacher and guidance counselor, all documentation is kept with ESL teacher, content teachers and student cumulative folder. All steps to inform parents about the meeting are kept in the student cumulative folder and logged. Parents are informed in their home language how and where this documentation will be kept through personell, phone interpretative service and/or written communication in the parent home language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school partners with Children's Aid 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.

5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through monthly meetings, newsletter, mailings and other correspondence.

6. How do your parental involvement activities address the needs of the parents?

The Executive Board of the Parent Association maintains ongoing communication with parents from each grade and our counselors communicate to inform the topics of parent workshops.

D. Additional Information

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

Paste response here:

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susana Hernandez	Principal		9/15/15
Robert Drach	Assistant Principal		9/15/15
Yadirha Rodriguez	Parent Coordinator		9/15/15
Lillian Velez	ENL/Bilingual Teacher		9/15/15
Yolanda	Parent		9/15/15
Yennys Nin	Teacher/Subject Area		9/15/15
Mllagos Rodriguez	Teacher/Subject Area		9/15/15
	Coach		1/1/01
	Coach		1/1/01
Raul Garcia	School Counselor		9/15/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X251** School Name: **Exporations Academy HS**
Superintendent: **Ela**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In the school emergency contact cards, parents identified the language in which they want to receive school information. Then, this information is updated into ATS. The school uses the school's automated messaging service to deliver information to parents. Non-English speaking parents receive messages 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 translation. In case the school does not have the native languages required, the school contacts the DOE Translation and Interpretation Services unit to request an interpreter.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages are: Spanish, Bengali and French.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Explorations Academy High School disperses the following documents to parents in their home language every year: After school announcements, Freshmen Orientation letters, parent newsletters, parent-teacher conferences announcements, NYS Regents exam dates letter, upcoming events and school policy rules and regulations letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school provides formal meetings and informal interactions with parents throughout the year as follows: Weekly informal meetings are provided to parents by the guidance team and Attendance Teacher. Twice a year parents are invited to attend parent-teacher conferences. The IEP team schedules monthly meetings with our Students with Disabilities (SWDs), as needed. In addition, twice a year, parents of English as a new Language (ENL) students meet during awards ceremony for all ENL students. Grade teachers have weekly meetings with at-risk students, where the parent is invited to discuss strategies and techniques that can assist their child improve academically and socially throughout the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written information is translated by our Community Associate, Bilingual Secretary, our Bilingual Parent Coordinator and the DOE Translation & Interpretation Unit services via email submission when necessary for the low-incidence languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Phone master messages in parents' preferred languages as indicated are sent in ATS. Also, interpretation services are provided in Spanish for all workshops in-house by school staff. The main

office is staffed with four bilingual staff members who constantly provide interpretation services to parents and school community as needed. Our attendance teacher is bilingual (English/Spanish) and provides interpretation services during the registration process and when making attendance phone calls home.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our staff is provided with the Translation and Interpretation brochure during a staff meeting at the beginning of the school year to inform them how to use the translation services as well as informing them on the policies and procedures.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Bill of Parent Rights is provided to parents at registration and by the ESL, foreign language and attendance teachers. The parents' Bill of Rights and Welcome Poster are posted by the main entrance of the school. The availability of translation services is posted in the guidance department as well as in the main entrance of the school. In addition, 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school gathers feedback on the quality and availability of services during parent teacher conferences and through a parent survey mailed to parents which provides information to our school on the effectiveness of the services provided by our school. In addition, during our monthly Parent Association meetings, parents are encouraged to provide feedback regarding the quality of services we provide as a school.

