



HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY

2009 - 2010 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 03M299

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M299 **SCHOOL NAME:** High School for Arts, Imagination and Inquiry

SCHOOL ADDRESS: 122 Amsterdam Avenue, New York, New York 10023-6407

SCHOOL TELEPHONE: 212-799-4064 **FAX:** 212-799-4171

SCHOOL CONTACT PERSON: Stephen M. Noonan **EMAIL ADDRESS:** SNoonan@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Thomas Henry

PRINCIPAL: Stephen M. Noonan

UFT CHAPTER LEADER: Wayde P. Grinstead

PARENTS' ASSOCIATION PRESIDENT: Michele Evans

STUDENT REPRESENTATIVE: Brandon Brown
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03 **SSO NAME:** CUNY

SSO NETWORK LEADER: Cass Conrad

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Stephen M. Noonan	*Principal or Designee	
Wayde P. Grinstead	*UFT Chapter Chairperson or Designee	
Michele Evans	*PA/PTA President or Designated Co-President	
Soraya Mejia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary King	DC 37 Representative, if applicable	
Brandon Brown	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Scott Noppe-Brandon	CBO Representative, if applicable	
Francesca Santiago	Member/Parent	
Nicholas Hanewinckel	Member/Financial Liaison	
Thomas Henry	Member/ Chairperson	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The High School for Arts, Imagination and Inquiry (HSAII) is the only school founded by Lincoln Center Institute for the Arts in Education (LCI). Students have experiences with a wide variety of artworks as a way to help them develop imaginative capacities, as well as an understanding of subject area content. It is the school's goal to show how these *Capacities for Imaginative Learning* can foster rigorous academic learning across all subjects. Our school is located within the Martin Luther King, Jr. Educational Campus in Manhattan. Being part of this campus, with five other small schools, allows HSAII to share resources and staff as appropriate.

We work to prepare our students to graduate at the highest possible levels, and helping them achieve excellence in their post-graduate experiences. We emphasize developing critical thinking skills while nurturing the learning skills students need to ultimately succeed in the world. In partnership with LCI and the CUNY SSO, we have created a program that helps student's master skills by allowing missteps and supporting redirection. We are committed to teaching our students to become self-directed learners so that they will make a seamless transition from high school to college to career.

In collaboration with LCI, we have designed curricula so that students master the body of content and skills inherent in the New York State curricula while deepening the Capacities for Imaginative Learning. These Capacities, developed by Lincoln Center Institute for HSAII are based on the philosophy of Maxine Greene, LCI's Philosopher-in-Residence. Two initiatives, in conjunction with CUNY and LCI have been undertaken including the expansion of the breadth of the arts units taught across the grade levels and curriculum. The two initiatives for the year are Atlas Curriculum Mapping and instructional professional development with Dr. Harvey Silver, Silver Strong and Associates. The rationale for instituting these initiatives is to ensure coherence around the planning and execution of the works of art being integrated across the curriculum.

Preliminary data for our fifth year (i.e. student feedback, first marking period grades, attendance, enrollment) suggest improvement. As we move forward, we will implement college crediting opportunities at the high school level through the CUNY College Now program. Additionally, we are using data drawn from the last year to modify and adjust the program to best meet our students' needs. Ultimately, we will have to follow our young people through graduation, and beyond, to know the full measure of the benefits of our unique academic program.

This overarching mission is shared by all members of staff and it is supported by a number of distinctive features:

- Small class size
- Extensive Pupil Personnel engagement
- A strong, committed, collegial staff who take ownership of the school

- A rich extra-curricular program
- Extended Day Tutoring
- A nascent College Selection Program and College-Career Counseling Program
- Active partnership with Lincoln Center Institute for the Arts in Education and CUNY
- Anticipated graduation rate
- A summer internship program available at LCI which is designed to provide students with both technical theater and office experience.
- A shared, abiding belief that:
 - Each student is an individual
 - Make college a reality
 - Diversity enriches us
 - Everyone counts

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	High School for Arts, Imagination and Inquiry						
District:	3	DBN:	03M299	School BEDS Code:	310300011299		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		86.8	81.8	79.0
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		94.5	92.3	93.1
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		40.9	66.8	64.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	7	17
Grade 9	111	135	147	Recent Immigrants - Total Number:			
Grade 10	93	116	106	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	75	99		8	19	9
Grade 12	0	0	56	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	204	326	408				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	7	13	Principal Suspensions	38	56	83
# in Collaborative Team Teaching (CTT) Classes	1	20	26	Superintendent Suspensions	23	27	26
Number all others	24	20	29	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	N/A	N/A	11
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	19	49	46	Number of Teachers	12	20	26

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	4	3	Number of Administrators and Other Professionals	4	7	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	3	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	23.8	22.2
				% more than 5 years teaching anywhere	25.0	52.4	51.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	81.0	81.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.9	94.7	96.1
American Indian or Alaska Native	0.5	0.6	1.0				
Black or African American	38.7	40.2	40.9				
Hispanic or Latino	53.9	53.7	52.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.2	2.2				
White	4.4	3.4	2.9				
Male	53.9	58.0	56.4				
Female	46.1	42.0	43.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
					√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					X	X	
Ethnicity							
American Indian or Alaska Native							
Black or African American					-	-	
Hispanic or Latino					-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged					-	-	
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	►
Overall Score:	59.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	►
School Environment:	5.8	Quality Statement 2: Plan and Set Goals	►
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	►
School Performance:	12.7	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	►
Student Progress:	37.3		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	4		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The work of the High School of Arts, Imagination and Inquiry (HSAII) has been informed by a variety of internal and external data sources. We use these sources (Quality Review, 2008; Learning Environment Survey, 2009; Progress Reports) as guides to our reflection on where we have been and where we want to go. The number one goal of our school community is building an educational environment that fosters success in each member of the community, student, parent, teacher, and administrator. Only by learning together can we model for each other the experience of learning that allows us to successfully face the challenges we meet.

In order to ensure the ongoing improvement of instruction in our school we collect data of various kinds and sort it in many ways. Two marking period grades per semester and final semester grades are sorted by student, by course, by course and teacher, and by department. All credit accumulation and credit granting decisions are made pursuant to careful review of student grades. Ongoing formative data is collected by teachers with frequency (i.e. quizzes, closure activities, writing prompts). These provide a more complete picture of individual student performance across his/her courses and are shared with students and parents. Castle Learning, a subject-area online assessment tool and data bank, data is collected by teacher and subject, and used to monitor student practice and success on specific topics. Castle Learning is used to align instructional goals by classroom teachers. Mid-year assessments formally guide the monitoring processes. All this data allows teachers to reflect on the effectiveness of instruction.

This year the school moved from a New York City Department of Education approved DY0 periodic assessment to Acuity. In addition, Regents Examination data is sorted in much the same way. Each administered Regents Examination is subject to an item analysis that is then used to inform instruction. Student scores are analyzed following *Mock* Regents which are administered strategically during the academic year and are used to assess how well students and classes are progressing toward meeting standards. These standardized measures are used by teachers to then differentiate instruction to meet individual learning goals for each student. Curricular goals are further adjusted to reflect school-wide performance. Based on the results of last year's course and Regents pass rates, the math teachers, for example, are integrating strategies that help students who are retaking courses and examinations. Living Environment teachers have used data to ascertain that while students "know" concepts they are often confused by the manner in which questions are

asked. Therefore, ninth grade students receive a double period of math instruction every other day and all science classes are scheduled for a double period every other day so that teachers are better able to meet the state laboratory requirements prior to the administration of the Regents examinations.

In addition, staff members are being trained in ways to use ARIS and the school's on-line gradebook to immediately assess whether a student is on or off-track in regards to graduation and plan accordingly – creating individualized credit recovery plans as appropriate. In addition, the school's Accreditation Committee reviews all alternative crediting options. Review of common need areas across disciplines has led to concentrated efforts (for example: building academic vocabulary and rubrics designed to support our arts integration). Beginning in the Spring of 2009, the school reorganized the ninth grade team and is now planning to continue this practice with a similarly designed team for tenth grade students. These teams are using Formative data and action research is undertaken by individuals in conjunction with LCI to inform instructional practice. This research is ongoing and used to measure effectiveness of implementation of the LCI methodology. Formalized school-based SAT prep that includes interim assessments assists in building skills takes place after-school and on Saturdays and provides us with a series of practice test scores that help counselors and grade teams to monitor student progress. Data on the college selection process is being used to inform strategies to support college applications.

The Pupil Personnel Team makes outstanding use of data in monitoring student progress and working with students to design and implement plans for success. Believing that obstacles beyond academic competence are often at the heart of students' lack of success, our Pupil Personnel Team is strong (two counselors, one social worker/mandated counselor, social work interns). Working with student advisors, teachers and parents, they focus on those affective issues that impede success. They are ever cognizant of the educational goals of the school and seek to find the means, student-by-student, to assure improvement (i.e. expectant mothers needing a modified schedules, and students needing intensive study in required courses to meet graduation requirements and graduate; transfer students who need credits and placements reviewed to ensure age appropriate, and yet educationally sound, instruction). Mid-year assessments formally guide this monitoring process. Report cards and progress reports are reviewed by students with advisory teachers and counselors to afford students an opportunity to monitor and adjust as necessary

Anecdotal Pupil Intervention Plans are being revised, gathered and reviewed by members of the Pupil Personnel Team as well as with individual students and parents (especially useful in differentiating within the framework school wide objectives). Behavioral data is often collected based on affective need. Counseling strategies are then planned and implemented. "Back-to-School" night (an additional evening meeting in September) during which parents are invited to experience their child's school day and, early in the year get a sense of teachers, classes and expectations.

The school inquiry team has been expanded to four teams composed at the grade level for ninth grade teachers and three professional learning teams for all other staff members. In addition to examining issues of educational efficacy, the teams conduct ongoing case studies and are undertaking projects of in-depth inquiry into the strengths and weaknesses of targeted groups of struggling students, while investigating how the school community can effectively improve academic performance. The findings are then shared with the whole school faculty, allowing recommended improvement plans to be discussed, analyzed and implemented. Past and current case studies have involved inquiries into such issues as: Identifying, explaining why, and

recommending plans for students with an attendance rate above 85% who were failing more than one subject in a given marking period; and, identifying and comparing academically struggling students (low-level two's in English Language Arts in eighth grade) who have had differing degrees of success on New York State Regents Examinations – one group passing multiple exams, the other group failing one or both of the exams in question. Students have done well in all social studies and science Regents Examinations, while simultaneously struggling in English Language Arts and mathematics. Students who are programmed for Regents Examinations report when scheduled in high numbers. These are examples of the work begun last year and continuing this year.

Counselors and advisors are persistent in monitoring each youngster and tailoring programs as appropriate. Further, we eschew the option that “OK is good enough” and have built a set of expectations that include, ideally, an Advanced Regents diploma. In keeping with our overarching philosophic question, “Who am I?” we continue to look for ways to cause the realization that “I want it and I can do it” occur earlier a student’s experience. For example, a number of students who had not considered college as an option are taking advantage of meetings with our new College/Career counselor and are now researching college programs. Through our partnership with College Summit we will continue to explore these issues so that moment will happen earlier for our students.

Prior to the start of the after-school program, Regents and NYSESLAT scores were analyzed and tabulated by ESL teachers. The program is assessed by using attendance records, student portfolios, and teacher created rubrics. ESL Assessment portfolios include performance-based assessments, such as writing samples that illustrate different genres and computer generated assessments from the Rosetta Stone software program. This software contains new speech recognition technology, intuitive sequential learning, and real-life simulations that provide the right context to help students of various levels learn and understand English effectively. The overall outcome of the ESL program will continue to be assessed by the students’ scores on the Regents and NYSESLAT examinations. On average, the overall performance of ESL students has been higher than that of the rest of the student population.

HSII is in its fifth year and we are looking forward to our second graduation class and college acceptances in 2010. Our college search program, PSAT and SAT preparatory programs offered with the Kaplan Learning organizations are being extremely well-received. To support our students we continue to refine data gathering and communication practices in the school and design professional development to better support the use of data to inform instructional decision making by teachers and improve practice teachers by subject area. We are piloting a unified, accessible data source that integrates grade reporting, progress reporting and attendance, and as well as a web site system currently being researched as a single means to communicate data. We have guided our attendance team to streamline the reporting of lateness and absence to teachers and advisors for more rapid response to students and families, ideally that same day.

HSII has an abiding commitment to providing whatever each student needs affectively and instructionally to meet with success. We are determined to provide each student with the supports he/she needs to be ready not just senior year, but for graduation at the end of four years. Staff is driven by the understanding that their success rests on students’ success and data is used to design and revise programs and options that build the scaffolds students need to succeed. We place a strong emphasis on small class size, interdisciplinary block scheduling, differentiation within heterogeneous groupings and additional instructional time in areas of need. The school builds its

master schedule around the needs of students, for example, counselors, teachers and advisors have identified pairs of students who do not inspire each other to achieve – efforts are then made to schedule these pairs in separate sections of courses. (The master schedule is designed with two common lunch periods. This accomplishes two objectives: (1) making students available for extra help and (2) providing opportunities for teachers to be available for common meetings and student assistance. Cognizant of it being a commuter school, some extra curricular activities and tutorial opportunities are built into the lunch period as well as ways for students to get extra-help or do homework.

Teachers are building frequent opportunities for students to process information in all of the ways in which they may be required address it. English Language Arts and social studies teachers are building a program that combines literary works studied to social studies standards, scope and sequence while wrestling with chronological vs. theme based study. Teachers are exploring issues related to creative and nonfiction writing as well as viable research strategies for interdisciplinary projects and data supports the success of the curriculum to date. As a member of the CUNY SSO, a joint venture mentoring program is ongoing between Manhattan Hunter Science High School and HSAIL. Teachers with two or less year's experience who have not been given mentoring opportunities and are provided with an experienced teacher from the other school. This structure is designed as a collaborative professional instructional base to share successful data-proven practices between the two institutions. Mentoring teams are also offered opportunities for a variety of offsite professional development programs that benefit both schools.

The school has formalized meeting schedules and developmental objectives by department as well as the expansion for professional development opportunities in instructional areas. Like students, teachers come with a variety of learning styles. Finding the “teachable moment” is key. A goal for professional staff is to assume responsibility for growth and commitment to areas of development – differentiation for teachers. Thus, many teachers have found areas of pursuit, some have been encouraged in particular areas, and others need a menu and directed charge. Two important initiatives for the year have been the series of professional development work with Harvey Silver of the Thoughtful Classroom. In addition, teachers have begun working on curriculum mapping with ATLAS Rubicon and CUNY. Opportunities have been provided for staff members to attend conferences and workshops.

Openness to the growth of individuals. We have enjoyed the opportunity to build from the ground up and to step outside the institutional memories that often govern schools. Building a community of self-reflective individuals with a shared vision calls for (1) ensuring that the goals and objectives of the organization are understood by all and (2) providing (insisting) that individual's assume responsibility for growth. Mid-year assessments formally guide the monitoring processes. Report cards and ongoing progress reports are reviewed by students with teachers and counselors to afford students an opportunity to monitor and adjust as necessary. The reflective nature of teachers who have a strong sense of mission fosters additional adjustments in order to best meet the needs of students.

While our ultimate goal is to effect a transition from the world of persistent monitoring that is high school, to a world where monitoring may be far more internal, that is college and career, we hope to improve the frequency of meaningful assessment knowing that, for many of our students, the mid-term is too far away to facilitate self understanding and redirection. This school's successes to date are the result of an extremely committed staff of professionals whose energy, competence and vision drive the school and a partner who has made a significant commitment to improving

secondary education in the City of New York. Knowing that school and growth are not always linear we know we are a work in progress and we believe that:

- Our school is a place of possibility with an atmosphere of academic and imaginative excellence.
- Our students are challenged and prepared for higher education, entrance into the work force, and community involvement.
- A small, nurturing school environment allows students to be known as individuals and be educated in a rigorous, compassionate, and empowering way.
- Teachers, parents, administrators, *Lincoln Center Institute for the Arts in Education* staff and teaching artists, community members, work collaboratively and motivate our students to be successful while developing a positive sense of their own worth, respect for themselves and others, and a commitment to serve their community.
- A successful school community builds linkages with outside organizations, agencies, colleges and universities to bring enrichment to the curricula and instructional programs in the school.
- All students should begin to prepare for college and career at an early age which is why we provide college readiness classes and activities beginning in the ninth grade.
- Regular attendance and late arrival to school have been challenges for HSII and in response to these trends we have made improvement through incentives, home visits, and direct intervention.
- HSII has established the *Restorative Justice* practice of Circle intervention in order to increase the efficacy of our community building efforts which has resulted in a reduction in the number of suspensions so far this year.
- In response to staff and administrative concerns, HSII restructured the existing teacher teams beginning in 2009 so that a more effective grade level structure could be realized through an enhanced ninth grade team. This process will continue with the creation of a restructured tenth grade team which will continue this practice.

We are anticipating our second graduating class in June, 2010, and, as a result, the kind of reflection that will come post-graduation when we can take a step back, and look at where we have come from in order to move forward.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. To increase the average daily attendance rate at the High School for Arts, Imagination and Inquiry resulting in an average daily attendance rate of 82% for 2009-2010 academic year. By June, 2010, we will increase our average daily attendance rate by a minimum of 3% across all four grades in the 2009-2010 academic year. This is an ongoing goal for the school with an expectation that attendance rates will be improved by a minimum of 7% over three years.
2. Develop a school-wide system to monitor credit accumulation for students in the 2006 Cohort / Class of 2010 so that the graduation rate increases by a minimum of 10%. As of September 30, 2009: 28% of the active students are on track for graduation and have made adequate progress toward 4-graduation by meeting credit and Regents targets; 45% of the active students are almost on track for graduation as they have met most credit and Regents targets. At the start of this year 74% of the cohort is on track or almost on track for 4 year graduation and 26% of the cohort is off track for 4 year graduation. By June, 2010, 100% of students will have met their educational goals as agreed to by the student, parent and Pupil Personnel Team resulting in a minimum graduation rate of 66%. This will result in a 10% increase over the graduation rate of 2008-2009. This will be an ongoing goal for the school with a target of 85% in three years.
3. To expand all teachers' repertoires of differentiated instructional strategies through the C.R.A.F.T. (collaboration, reflection, adaptation, focus tools) process in order to increase student achievement. By June, 2010, 100% of teachers will expand his/her instructional repertoire by mastering two new research based strategy (Questioning and Task Rotation); and, at least 50% will internalize the strategy and incorporate it frequently into daily instruction. This will be the first part of an ongoing strategy to enhance instructional performance by all teachers based on an integration of learning styles strategies as a means of increasing student achievement.
4. Establish a school-wide system using technology (Atlas Rubicon) to electronically map the school's operational curriculum across subject areas to develop an articulated instructional program that integrates the arts for increased student achievement. By June 2010, 100% of teachers will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework available for viewing by all members of the school staff to foster curricula coherence.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the average daily attendance rate at the High School for Arts, Imagination and Inquiry resulting in an average daily attendance rate of 82% for 2009-2010 academic year. By June, 2010, we will increase our average daily attendance rate by a minimum of 3% across all four grades in the 2009-2010 academic year. This is an ongoing goal for the school with an expectation that attendance rates will be improved by a minimum of 7% over three years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2009 -- Training was conducted in September and will be ongoing for both new and returning teachers in accurate attendance taking strategies. -- Regular attendance meetings will be conducted by the assistant principal for all members of the Pupil Personnel Team to monitor all issues related to student attendance.</p> <p>September 2009 – June 2010 -- Monthly meetings will be held by the Attendance and Pupil Personnel Teams. -- Attendance data will be tracked and monitored for accuracy by the assistant principal and Pupil Personnel Team. -- First and Eighth period teachers will make weekly phone calls to students who are either absent or late as part of the school's ongoing attendance monitoring process. -- Guidance Counselors will target students with a history of lateness and/or absence for personalized intervention strategies. -- Phone calls will be made by members of the Pupil Personnel Team to the homes of all students who are late and absent on the day of the lateness and absence. Records of these calls will be monitored by the guidance counselors.</p>

	<p>October 2009 -- All staff members will be trained on the use of OnCourse which is the school's online data collection system that allows for the tracking of lateness and attendance.</p> <p>-- Incentive programs will begin and be expanded on efforts made last year in order to support the students who do attend school regularly and encourage those who do not to do so. Celebrations will be held monthly at grade level assemblies and in advisory classes as so that all students are made aware of their classmates achievements.</p> <p>--The school's register will be finalized and all appropriate students will be discharged following thorough investigation and outreach.</p> <p>October 2009 and March 2010 -- The Parent Coordinator will conduct workshops for families on the importance of regularly attending school.</p> <p>-- Incentive programs will be expanded in order to support the students who do attend school regularly and encourage those who do not to do so. Celebrations will be held monthly at grade level assemblies and in advisory classes as so that all students are made aware of their classmates achievements.</p> <p>-- The use of public acknowledgement of student attendance milestones will be expanded including an attendance bulletin board bulletin board and school wide announcements, the offering of movie tickets and hosting smaller celebrations such as pizza parties for students who demonstrate improved attendance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget: All staffing and per session funding for this initiative comes from the school's regular budget. Additional funding for student incentives is provided by the Manhattan Office of Youth Development, New York City Department of Education.</p> <p>Staffing: The Pupil Personnel and Attendance Teams from the school (including 1 assistant principal, 1 social worker, 2 counselors and assigned teachers), Attendance Teacher, School Support Manager and Operations Support Manager from CUNY.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The reports that will be monitored for attendance improvement are the U407 for weekly long-term (ten or twenty consecutive days respectively), the RDA for Daily attendance, the DISA daily student attendance, the CIND to update student attendance, the REVA for monitoring daily attendance accuracy, and the Campus CASS system to monitor individual student entrance. Weekly and monthly reports will be generated as documentation of intervention by school personnel and parent support. Average daily attendance will improve monthly against the 2008-2009 rates and the yearly average will be above the</p>

	2008-2009 rate of 79.0% and will be a minimum of 82% for the 2009-2010 school year.
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Subject/Area (where relevant): Rate of Graduation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop a school-wide system to monitor credit accumulation for students in the 2006 Cohort / Class of 2010 so that the graduation rate increases by a minimum of 10%. As of September 30, 2009: 28% of the active students are on track for graduation and have made adequate progress toward 4-graduation by meeting credit and Regents targets; 45% of the active students are almost on track for graduation as they have met most credit and Regents targets. At the start of this year 74% of the cohort is on track or almost on track for 4 year graduation and 26% of the cohort is off track for 4 year graduation. By June, 2010, 100% of students will have met their educational goals as agreed to by the student, parent and Pupil Personnel Team resulting in a minimum graduation rate of 66%. This will result in a 10% increase over the graduation rate of 2008-2009. This will be an ongoing goal for the school with a target of 85% in three years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students in the cohort will meet individually, in small groups and as a cohort to review educational progress. Administrators, counselors and teachers will work in teams that will monitor each student's progress to graduation.</p> <p>August 2009 -- Students were programmed according to academic progress made during the 2008-2009 school year and credits earned during the summer of 2009.</p> <p>-- Programs were reviewed for accuracy by guidance counselors and adjustments were made to ensure appropriate placement to ensure that the maximum number of credits possible were programmed.</p> <p>September 2009 – January 2010 -- Counselors meet with students individually to discuss academic goals for the year.</p> <p>-- College and career counseling sessions are held with students in order to ensure that students are aware of their individual goals to be met during the academic year.</p> <p>-- Academic support is offered for those students who need additional preparation for Regents Examinations and credit accumulation.</p>

October 2009

-- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first marking period grades are recorded.

-- Students and parents are invited to attend the MLK Educational Campus College Fair.

-- The school's Accreditation Committee begins meeting to determine additional supports for students and makes appropriate recommendations to the school's Leadership Team.

November 2009

-- Planning meetings are scheduled with those students and parents who are not meeting academic goals for successful completion of the semester.

December 2009

-- Transcripts and academic progress is monitored by administrators and the Pupil Team after the second marking period grades are recorded.

January 2010

-- During Regents Week all students who need to take or retake examinations are programmed.

-- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first semester grades are recorded.

February- May 2010

-- Counselors continue to meet with students individually to discuss academic progress and goals for the year.

-- College and career counseling sessions continue with students in order to ensure that students are completing those tasks related to the college application process.

-- Academic support is offered for those students who need additional preparation for Regents Examinations and credit accumulation.

-- The school's Accreditation Committee continues meeting to determine additional supports for students and makes appropriate recommendations.

June 2010

-- Transcripts are reviewed and certified for those students who are on-track for graduation.

-- During Regents Week all students who need to take or retake examinations are programmed.

	-- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first semester grades are recorded.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Budget: All staffing and per session funding for this initiative comes from the school's regular budget. Staffing: The Pupil Personnel Team from the school (including 1 assistant principal and 2 counselors and assigned teachers), School Support Manager from CUNY.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Students will graduate with a minimum of 44 credits and required Regents Examinations so that all graduation requirements are met. The graduation rate will increase from 56% to at least 66% for 2009-2010.

Subject/Area (where relevant): Instruction

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To expand all teachers' repertoires of differentiated instructional strategies through the C.R.A.F.T. (collaboration, reflection, adaptation, focus tools) process in order to increase student achievement. By June, 2010, 100% of teachers will expand his/her instructional repertoire by mastering two new research based strategy (Questioning and Task Rotation); and, at least 50% will internalize the strategy and incorporate it frequently into daily instruction. This will be the first part of an ongoing strategy to enhance instructional performance by all teachers based on an integration of learning styles strategies as a means of increasing student achievement.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	June 2009 -- Administrators and teaching teams met with Dr. Silver to preview eight research-based strategies and select two which they believed would enhance their instruction and increase student learning based on student performance data gathered from New York State assessments and Regents examinations. September 2009-June 2010 -- CUNY PSO staff will support the school in the facilitation of the process and will assist in monitoring teacher and student progress through classroom visitations; the School Support Manager will serve as a member of the teaching teams and assist in performance and process data analysis to be conducted quarterly. -- UFT membership voted to allow a split Circular 6 program to allow common planning for curricular and

cohort level teams as well as four days per week of another assignment.

September 2009

-- Launched professional development with a keynote presentation partnered with Manhattan Hunter Science High School exploring the C.R.A.F.T. process for implementing professional learning communities and an overview of the Portfolio Process. The educational theme for the year is, "Moving from 'Us and Them' to 'We'". The C.R.A.F.T. process for professional learning communities; Learning and Teaching Style Inventories; and Overview of the Portfolio Process.

-- Establish a meeting schedule wherein each teacher team will meet at least once every two weeks to share experiences, lessons and reflections.

-- Develop a web-based Learning Club/Meeting Record Form (MRF) in partnership with Atlas Rubicon to record key findings and teacher reflections in real time.

-- Establish an intervisitation schedule for members of each the teacher team who will visit colleagues' classrooms in order to: Observe application of their selected strategy in a variety of disciplines and; peer coach each other as they develop mastery of the strategy.

-- Training session for all teachers on learning style survey instructional initiatives portfolio

November 2009

-- Ongoing coaching with Dr. Silver and visits to classrooms to work directly with teachers followed by a 1.5 hour Administrative Workshop after school

-- Additional training on teacher Questioning portfolio and feedback through teaching rounds.

February 2010

-- Initiate Second Cycle (pending budget - 3days @ \$3,500 per day = \$10,500)

-- Training on Task Rotation portfolio and meetings with teaching teams for 1.5 hours each to introduce the portfolio.

-- Coaching and classroom visits by Dr. Silver to work directly with teachers followed by a 1.5 hour Administrative Workshop after school.

April 2010

-- Ongoing coaching with Dr. Silver and visits to classrooms to work directly with teachers followed by a 1.5 hour Administrative Workshop after school.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget: All programmatic expense as well as staffing and per session funding for this initiative comes from the school's regular budget.</p> <p>Staffing: Administrators will work with Educational Consultant Dr. Harvey Silver in order to plan for the year long professional development sessions on behalf of the teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June, 2010, 100% of the school's staff will establish a Profession Learning Plan (PLP) and document progress in a digital platform developed in collaboration with Atlas Rubicon. In addition, 100% of staff will write teacher reflections on the efficacy of the strategy in enhancing instruction. Teacher teams will maintain a web-based MRF (Meeting Record Form) of each of their bi-weekly meetings. Sample lesson plans utilizing the strategy will be uploaded to MRF and shared among staff. The principal and assistant principals will conduct both formal and informal observations which will document implementation of the instructional of the strategies. Ongoing and structured examinations of student work will demonstrate increased learning as evidenced by a teacher generated rubric. Analysis of student performance data on New York State assessments and Regents examinations will demonstrate increased learning.</p>

Subject/Area (where relevant): Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Establish a school-wide system using technology (Atlas Rubicon) to electronically map the school's operational curriculum across subject areas to develop an articulated instructional program that integrates the arts for increased student achievement. By June 2010, 100% of teachers will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework available for viewing by all members of the school staff to foster curricula coherence.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All teachers will work in teams that will create coherent curriculum maps. The maps will be monitored for academic rigor, alignment with standards and the integration of arts units that are taught in partnership with Lincoln Center Institute for the Arts in Education.</p> <p>May-July 2009 --- Reviewed results from the 2008-2009 Quality Review with the School Support Manager from CUNY and members of the school community. It was agreed that we needed to build a solid, rigorous, college-preparatory curriculum that effectively integrated the units of study related to the LCI works of art.</p> <p>June 2009 -- Principal and assistant principal attended training with CUNY on Atlas Rubicon Curriculum Mapping.</p> <p>August 2009 -- Atlas Rubicon consultant worked with designated staff to train core team on the Atlas System and its capacity to record and analyze effective mapping content and strategies.</p>

-- Principal, Assistant Principal, LCI Partner representative attended training on Atlas Rubicon with CUNY PSO.

-- Selected staff to serve on the Core Team for Curriculum Development. Registered them for training with the College Board.

-- Master schedule was developed in order to reflect time for e-mapping and curriculum development.

-- UFT membership voted to allow a split Circular 6 program to allow common planning for curricular and cohort level teams as well as four days per week of another assignment.

September 2009

--- Core Team for Curriculum Development met with CUNY and Atlas Rubicon trainer for training.

-- Administration and staff attended professional development in collaboration with Educational Consultant Harvey Silver in order to structurally change curriculum and instructional design aligned with emapping initiative.

--- The Core Team created a vision statement and Implementation Plan for 2009-2010 school year.

-- Core Team members led introductory training sessions for new staff members on UbD principles and Atlas Rubicon.

-- Schedules were created to allow teachers to meet with like disciplines in weekly common planning.

-- Core Team set a deadline for all staff to input scope and sequence on Atlas Rubicon.

-- Administration monitors deadlines and gives timely feedback to teachers regarding their scope and sequence.

October 2009

-- Teachers began meeting weekly with their disciplinary teams (humanities or math/science). Biweekly meetings will involve curriculum writing and providing feedback to each other.

-- Teacher Leaders prepare and provide professional development around unit planning, writing essential questions, and creating lessons that meet standards level criteria.

-- Assistant principal and teacher will attend nationwide training hosted in Albany by Atlas Rubicon.

-- Core Team attends training with the Atlas Rubicon.

November 2009

-- Election Day professional development will be planned and facilitated by the Core Team for curriculum development. Half-day Atlas trainer will work with whole staff to examine data entered by teachers in the first quarter of the academic year. Educational Consultant Dr. Harvey Silver will work with teachers to monitor progress as it relates to learning styles and curriculum development.

--Core Team attends training with the CUNY PSO.

December 2009

-- Deadline to have two units planned and inputted into Atlas Rubicon.

-- Administration monitors deadlines and gives timely feedback to teachers regarding their unit plans.

January 2010

-- During Regents Week, teachers will be allocated time to work on curriculum writing and development.

--Teachers meet with Principal to look at their maps thus far, evaluating their progress, rating the map based upon the rubric provided by Atlas Rubicon. This bi-annual feedback will be included as part of the teacher's file and final evaluation.

--Specialists visit the school to provide on-site training (1 session).

February- May 2010

-- Common planning continues.

-- Deadlines are created by the Core Team to allow teachers time to input their unit plans.

-- Teachers have the option of being paid 10 hours per session each for their work on this initiative.

-- Specialists visit the school to provide on-site training (2 sessions).

-- Administration provides monitoring and feedback after each deadline.

June 2010

-- Teachers meet with principal to look at their maps thus far, evaluating their progress, rating the map based upon the rubric provided by Atlas Rubicon. This bi-annual feedback will be included as part of the teacher's file and final evaluation.

-- Teachers reflect upon the initiative in writing. Reflections and principal's assessment of the initiative will be used to create a plan for 2010-2011 school year.

-- Atlas Rubicon specialists visit the school to provide on-site training (1 session).

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget: CUNY funds our subscription to Atlas Rubicon. CUNY is providing supplementary on-site support as needed. All per session funding for this initiative comes from the school's regular budget.</p> <p>Staffing: Core Team from the school (5 members including 1 assistant principal and 4 teachers), Implementation Manager from the Atlas Rubicon, School Support Manager from CUNY, all pedagogical staff from HSAIL.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Curriculum Maps will be developed throughout the year and ongoing professional development sessions will be provided as well as common planning time for teachers to work in subject area teams. The individual curriculum maps will identify by calendar months the following: topics, skills, Capacities for Imaginative Learning, activities and assessments that teachers are addressing throughout the year. The master schedule reflects a high degree of coordination between and among teacher teams as a result of structured common planning time (one time per week at forty weeks over the course of the academic year for ninety minutes). Analysis of individual curriculum maps is ongoing to assess the quality of the map, the vertical and horizontal alignment to academic standards and Regents examination requirements that are targeted to measurable outcomes and student achievement resulting in improved student performance school wide. Curriculum maps and unit plans available online and printed by Atlas Rubicon June, 2010.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	93	58	110	138	150	4	20	0
10	13	40	18	31	80	4	25	0
11	28	33	12	21	100	4	12	0
12	25	19	31	27	80	4	7	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.</p>
<p>Mathematics:</p>	<p>Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.</p>
<p>Science:</p>	<p>Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.</p>
<p>Social Studies:</p>	<p>Small group tutoring driven by data analysis allows the school to focus areas of individual student study needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>All students at risk are reviewed regularly and the Pupil Intervention Plans are created in conjunction with teachers and advisors by the Pupil Personnel Team, which consists of two counselors and a social worker. This Team participates in grade level meetings developing strategies to guide instruction and differentiated learning. Guidance is involved in identifying students for AIS including but not limited to after-school, lunch-and-learn and tutoring services. Guidance offices are often utilized for homework and group study centers. The Team also involves parents in the intervention process and makes referrals for outside intervention services where necessary.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>All students at risk are reviewed and referred as appropriate by the Pupil Intervention Team to the School Psychologist.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Same as section under Guidance Counselor</p>

At-risk Health-related Services:	As mandated by IEP to ensure compliance.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District type here	School 03M299
Principal Mr. Stephen Noonan	Assistant Principal Mr. Christopher Yarmy
Coach type here	Coach type here
Teacher/Subject Area Gregory Andronica/ ESL	Guidance Counselor Erika Klein
Teacher/Subject Area Jane Kim/ ESL	Parent Michelle Evans
Teacher/Subject Area type here	Parent Coordinator Cindy Velez
Related Service Provider type here	SAF type here
Network Leader type here	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	424	Total Number of ELLs	72	ELLs as Share of Total Student Population (%)	16.98%
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Part II: ELL Identification Process

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____ Asian: ____ Hispanic/Latino: ____

Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	20	16	10	6	52
Chinese				1	1
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole	1			1	2
French	4	2	3	8	17
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	25	18	13	16	72

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	7	2	1	2	12
Intermediate(I)	10	9	9	8	36
Advanced (A)	8	7	3	6	24
Total	25	18	13	16	72

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

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	17	0	2	0
Math A	17	0	8	0
Math B	1	0	0	0
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry	4	0	0	0
Earth Science	20	0	3	0

Living Environment	42	0	19	1
Physics				
Global History and Geography	30	0	19	0
US History and Government	15	0	11	0
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part 1: School ELL Profile

High School for Arts, Imagination and Inquiry offers a free-standing ESL program. The LAP team members include Stephen Noonan (principal), Christopher Yarmy (assistant principal), Jaimee Fischer (assistant principal) Cindy Velez (parent coordinator), Gregory Andronica (certified ESL instructor), Jane Kim (certified ESL instructor), Michelle Evans (parent), Omatee Santos (subject area teacher), Graham Bazikian (guidance counselor), Erika Klein (related service provider – bilingual social worker). There are two foreign language teachers (Spanish). Copies of all teachers' licenses/certifications are on file. The total number of ELL students is seventy one (71) and comprise 2.5% of the 424 currently enrolled students in High School for Arts, Imagination and Inquiry.

Part II: ELL Identification Process

1. The LAP team members include Stephen Noonan (principal), Christopher Yarmy (assistant principal), Jaimee Fischer (assistant principal) Cindy Velez (parent coordinator), Gregory Andronica (certified ESL instructor), Jane Kim (certified ESL instructor), Michelle Evans (parent), Omatee Santos (subject area teacher), Graham Bazikian (guidance counselor), Erika Klein (related service provider – bilingual social worker). There are two foreign language teachers (Spanish). Copies of all teachers' licenses/certifications are on file. The total number of ELL students is seventy one (71) and comprise 2.5% of the 424 currently enrolled students in High School for Arts, Imagination and Inquiry.

ELL students participate in a free-standing ESL program. Arts and Imagination ELL students are native speakers of Spanish, French, Chinese, French – Haitian Creole, Haitian Creole, Mandingo, Malinke, and Wolof. The parents complete the Parent/Guardian Home Language Identification Survey during the Spring New Parent Orientation. The parents' choices are recorded on the HILS. If the results of the HILS indicate a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R). Depending on the student's LAB-R score he/she will be placed in an appropriate level of ESL, or will not be placed in ESL at all. If a student arrives at our school as an ELL, they will be placed into an ESL class based on their results on their most recent New York State as a Second Language Achievement Test (NYSESLAT) exam.

ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners. ELLs receive instruction from one fully certified ESL instructor. The instructor uses ESL strategies such as Content-Based ESL, which uses content as a means to give students English skills; and Balanced Literacy, which includes interactive writing, guided reading and writers' workshop to deliver academic content area instruction and provides additional support for our students. Effectiveness of instruction is assessed by classroom instruments as well as standardized tests such as the English Regents and the NYSESLAT, which is administered annually. Each May, all ESL students are administered the NYSESLAT exam by our school's two ESL teacher

- 2 & 3. During parent orientations for parents of newly enrolled ELL in the spring prior to the entry of new students in the Fall semester, translators are available. In addition to the informal interview while completing the HILS, staff explains the three different program choices: freestanding ESL, Transitional Bilingual Education, and Dual Language. Parents are offered information in the form of written pamphlets and a short video. Program Selection forms are distributed and collected at this orientation. Selection forms are mailed home to any parent or guardian who does not attend the orientation. At the same time, the parents receive the entitlement letter and complete the Parent/Guardian Home Language Identification Survey. If new students enter the school during the school year, the parents are given the entitlement letter and complete the Parent/Guardian Home Language Identification Survey on an individual basis. High School for Arts, Imagination and Inquiry offers only ESL instruction. Throughout the year, Arts and Imagination provides information about students' progress and program options. Similarly, letters of Continued Entitlement are sent each fall to the parents of all entitled ELLs. As students' ELL skills improve, they may no longer require direct ESL services. However, they continue to receive test accommodations as permitted for two years. Opportunities are made available for parents to ask questions regarding ELL services during new student orientation and at other Arts and Imagination meetings and events. Translators are available for the parent orientations, Back-To-School Night, parent-teacher conferences, Junior College Night and Senior Hunter College Orientation. Informational materials are also available in the parents' home language – such as A Guide for Parents, and the New York City videotape instructing parents to programs available to ELL. Parents receive continual print and spoken information in the home language about school activities, ELL opportunities and NYS mandates
4. Arts and Imagination places students in a freestanding ESL program based on the informal interview conducted while the HILS survey and on the program selection form. Our school does not have a bilingual or dual language program. We only provide a freestanding ESL program.
- 5 & 6. The parents are very insistent on full language immersion for their students so the ESL has been the program of choice for HSAIL students. Staff communicates student progress with parents throughout the year.
-

Part III: ELL Demographics

Programming and Scheduling Information

- 1 & 2. Intermediate students receive two periods (86 minutes) of self-contained ESL instruction every day. Advanced students receive one period (43 minutes) of instruction each day. Beginner students receive two periods (86 minutes) of ESL instruction every day, in addition to either one period of push-in instruction (43 minutes) (into math and global studies) or an additional 90 period of ESL after school twice a week. All classes are homogeneous based on their proficiency levels.
3. All ELLs, regardless of their years of service, are grouped into classes based on their proficiency levels. ELLs with special needs are afforded any accommodations that are stated in their IEPs. Additionally, ELL teachers work closely with SPED teachers regarding shared students. ELL teachers and content area teachers collaborate to discover the reason why some ELLs are Long-Term ELLs. These students are taught test-taking skills, such as reading strategies, test question vocabulary, listening for detail, and pacing.

4. Our youngsters who are new to the United States are provided with support in their content area classes, either with push-in service, or professional development opportunities for content area teachers. We are particularly sensitive to ELL testing and marry both strong instruction in general education classes with focus on reading, writing, listening and special instruction using strategies most likely to be successful with ELL students. Our ELL teachers make use of QTEL training that is specially geared towards assisting ELL students in mastering skills requisite to the ELA Regents examinations.
5. High School for Arts, Imagination and Inquiry works to infuse its interdisciplinary curriculum with experience in and reflective study of works of art. We encourage civic dialogue and empower members of our diverse school community to work towards a more just, human and vibrant world. Each student is provided with an individualized learning environment that is engaging and inquiry-based. Students learn to question at increasing levels of sophistication, gather information from a variety of sources, look at diverse ways to problem solve and form conclusions, imagine new possibilities for themselves (and the world), and take constructive action when appropriate. ELLs participate fully in all aspects of this endeavor. In addition, all ELLs that are scheduled to take ELA exams are grouped together for an English Regents review class once a day. All ELLs are encouraged to attend extended day (an additional period on Tuesdays and Thursdays from 2:20 – 3:15) for math, science and social studies extra help.
6. As for continuing transitional support, all former ELLs are entitled to testing accommodations (e.g. bilingual glossaries, separate and quiet testing room, translated versions of Regents exams, extended time). For our ELLs whose home languages are low incidence languages (e.g. French), interpreters are present during all Regents exams to provide word for word translations. Transitional support is extended to ELL students who have achieved NYSESLAT proficiency. High School for Arts, Imagination and Inquiry staff is cognizant that ELL students are eligible for special testing accommodations for two years after achieving proficiency.
7. This year, we are purchasing support materials in the native languages of our ELLs, specifically French. Supplemental materials are provided in all science.
8. There are no programs/services for ELLs that will be discontinued this year.
9. Each student at the High School for Arts, Imagination and Inquiry is an important member of the school community. In order to ensure that all students feel as if they are integral parts of the school community, we encourage each student to take part in extra curricular activities. Some of the athletic opportunities available to students are baseball, soccer, basketball, track and field, volleyball, and wrestling. Additionally, students are encouraged to participate in the guitar club, art club, community service club, student government, yearbook committee, prom committee, senior trip committee, drama club and SAT prep courses. Throughout these various activities, students meet peers they would not otherwise have interacted with and this brings our school community together. One of the major components of our school that allows us to stand out from other schools is the restorative justice practices we employ. This method of talking and repairing relationships allows our students to be on an equal level while expressing themselves in a way where they are heard by their peers and teachers. Students are brought together for various groups and teams in the counseling department, classroom environments and extracurricular activities. As a result, the ELL's are afforded equal access to all school programs.

10 & 11 Arts and Imagination ESL instructor utilizes Rosetta Stone to supplement student learning. On Tuesdays and Thursdays from 3:15 to 4:45 pm our ELLs have access to Rosetta Stone (English- levels 1-3), as well as listening stations for books on tape. Our school has more than eight LCD carts that are used to provide students in all content classes with visual aids to learning. These are especially utilized in ELL classrooms. Frequent class trips to the computer lab also help our ELLs. Last year, we purchased Floccabulary, which is comprised of Hip-Hop CDs, textbooks, and workbooks that explain content area information in the form of Hip-Hop music and poetry. All teachers have access to this program.

12 Required services support, and resources correspond to ELL's ages and grade levels.

13. We inform incoming Ells (freshmen) about summer ESL (free) programs.

14. Spanish is the language elective offered to High School for Arts, Imagination and Inquiry. Also, when our ELLs pass out of ESL in their sophomore or junior years, they take Spanish.

Professional Development and Support for School Staff

Professional development is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, five of our 100 minute professional development sessions will focus on our English language learners and how to provide language support through academic content. Specific strategies from ESL and ELA QTEL (Quality Teaching for English Language Learners) workshops will be discussed, such as task rotation, building academic vocabulary, and scaffolding. All ELL teachers have taken or will take the QTEL – Building the Base I and QTEL – ELA professional development workshops.

Parental Involvement

In the evenings, (dates and times to be determined), all ELL parents will be invited to participate in workshops that focus on academic and social/health issues: Cyber bullying, how to communicate with your teen, dealing with depression, college readiness – how to read a transcript, and ARIS. The school has also scheduled several workshops for parents and staff with community organizations on various ethnic communities in the city. We utilize the information received on Parent/Guardian Home Language Identification Survey to plan for effective communication with ELL parents in order to determine their needs. In addition, we incorporate many activities during the year to celebrate various cultures in which we strongly encourage parent involvement in planning and participation in the events.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9,10,11,12 **Number of Students to be Served:** 15 LEP 15 Non-LEP

Number of Teachers 3 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The High School for Arts, Imagination, and Inquiry offers a free standing, standards-based ESL program to one students in grades 9-12. The goal of our ESL program is to develop English language proficiency and cognitive academic language proficiency (CALP) in English language learners so that they can function independently in their subject area classes. The medium of all instruction, subject matter, and other is English, even though the native language is used occasionally to clarify concepts. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL. Learners receive direct instruction using realia, vocabulary, concrete-based materials, background instruction, graphic organizers, practice, and other appropriate strategies. Our students are assigned their ESL classes by proficiency level (beginner, intermediate, advanced), and all students receive the required units of ESL during their school day.

The ESL supplemental program will be conducted after-school, two days a week, two hours each day, for seventy-three days. It will begin on October 15, 2009 and conclude on June 9, 2010. Two certified ESL teachers will provide instruction to fifteen students. This program will integrate Regents preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet challenging for our English language learners. The program will utilize the Rosetta Stone software, U.S. English I and II, for the students. This software program promotes fluency, while students work independently, building their basic listening comprehension, speaking, reading, and writing skills. Rosetta Stone advances the student to the next level only when they achieve a level of proficiency that the teachers define. In addition, this software allows educators to review their students' progress via potent reporting capabilities, which highlight areas in which individuals may be experiencing difficulty. This offers the opportunity to provide help when it's needed, while not delaying other students who may be achieving comprehension at a faster rate.

In order to promote aural comprehension, ten CD players/recorders with headphones have been purchased. The ESL teachers have designed a listening-specific curriculum that contains four aural comprehension models that match theory and practice: 1) Pattern Matching: Listening and Repeating: Learners are asked to imitate/repeat what they hear, within a listening and pattern-matching lesson framework. The focus is on mimicry and memorization; 2) Processing Discrete-Point Information: Listening and Answering Comprehension Questions: Learners focus on listening and processing discrete-point information in order to answer comprehension questions; 3) Task Listening and Processing Text: Language Use and Language Analysis: Students are engaged in processing spoken discourse for functional purposes. Their practice experience is focused on listening and carrying out real tasks using the information received; and 4) Interactive Communicative Listening: Critical Listening, Critical Thinking, Effective Speaking: Students participate in coursework which is designed to increase speed and accuracy of aural comprehension in order to complete real communication tasks which are situated in appropriate academic contexts. Activities involve real-time participation in a three-part cognitive pattern: instant decoding, critical thinking, and formulating an instant spoken or written response.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Although Title III funds will not be used towards professional development, teachers and administrators will receive support from our certified ESL teachers and from our monthly professional development sessions centered on meeting the needs of our English language learners. Professional development is on-going and is designed to improve the instruction and assessment of ELLs; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition.

Professional development is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, five of our 100 minute professional development sessions will focus on our English language learners and how to provide language support through academic content. Specific strategies from ESL and ELA QTEL (Quality Teaching for English Language Learners) workshops will be discussed, such as task rotation, building academic vocabulary, and scaffolding for English Regents exams.

Form TIII – A (1)(b)

School: High School for Arts, Imagination, and Inquiry _____ **BEDS Code:** 333832 _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Code 15	\$11,200	The ESL supplemental program will be conducted after-school, two days a week, two hours each day, for seventy-three days. It will begin

<p>Professional salaries (schools must account for fringe benefits)</p> <ul style="list-style-type: none"> - Per session - Per diem 		<p>on October 15, 2009 and conclude on June 9, 2010. Two certified ESL teachers will provide instruction to fifteen students. This program will integrate Regents preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet challenging for our English language learners. Also, 3 certified teachers (two ESL teachers, and one global studies teacher) will be attending QTEL professional development courses, and substitute teachers will be hired with Title III funds.(5 days per sub, per teacher)</p> <p>\$167.60 w fringe per diem for 15 days (\$2,514)</p> <p><i>160 hours x \$49.89 (per session w/fringe) = \$8,680.00</i></p>
<p>Code 45 Supplies and materials</p>	<p><i>\$3,800</i></p>	<p>Such as:</p> <p>\$ 770.00 - (10) 4-Person Portable Learning Center - Consists of: CD Player, 4-Headphones</p> <p>\$606.84 - Read-Along Sets with CDs</p> <p>\$1,378.21 - French-language global studies, science, math books, audio books, novels, poetry books, maps etc.</p> <p>\$549.95 - Flocabulary Hip Hop Global Studies set.</p> <p>\$495.00 - Flocabulary Academic Vocabulary books/Cd's Maps.</p>
<p>TOTAL</p>	<p>\$15,000</p>	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010

School Building: High School for Arts, Imagination, and Inquiry District 03

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	Two					Two

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: **Free-Standing** Push-in Pull-out
 Indicate Proficiency Level: Beginning **Intermediate** Advanced

School Building: High School for Arts, Imagination, and Inquiry District 03

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School Building: High School for Arts, Imagination, and Inquiry District 03

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)				
	To:					
2	From:	Subject (Specify)				
	To:					
3	From:	Subject (Specify)				
	To:					
4	From:	Subject (Specify)				
	To:					
5	From:	Subject (Specify)				
	To:					
6	From:	Subject (Specify)				
	To:					
7	From:	Subject (Specify)				
	To:					
8	From:	Subject (Specify)				
	To:					
9	From:	Subject (Specify)				
	To:					
10	From:	Subject (Specify)				
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 71 **LEP** _____ **Non-LEP**

Number of Teachers _____ 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The High School for Arts, Imagination, and Inquiry offers a free standing, standards-based ESL program to one students in grades 9-12. The goal of our ESL program is to develop English language proficiency and cognitive academic language proficiency (CALP) in English language learners so that they can function independently in their subject area classes. The medium of all instruction, subject matter, and other is English, even though the native language is used occasionally to clarify concepts. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL. Learners receive direct instruction using realia, vocabulary, concrete-based materials, background instruction, graphic organizers, practice, and other appropriate strategies. Our students are assigned their ESL classes by proficiency level (beginner, intermediate, advanced), and all students receive the required units of ESL during their school day.

The ESL supplemental program will be conducted before the students programmed school day, and after-school, two days a week, one hour each day, for seventy-three days. It will begin on October 15, 2009 and conclude on June 9, 2010. Two certified ESL teachers will provide instruction to fifteen students. This program will integrate Regents preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet challenging for our English language learners. The program will utilize the Rosetta Stone software, U.S. English I and II, for the students. This software program promotes fluency, while students work independently, building their basic listening comprehension, speaking, reading, and writing skills. Rosetta Stone advances the student to the next level only when they achieve a level of proficiency that the teachers define. In addition, this software allows educators to review their students' progress via potent reporting capabilities, which highlight areas in which individuals may be experiencing difficulty. This offers the opportunity to provide help when it's needed, while not delaying other students who may be achieving comprehension at a faster rate.

In order to promote aural comprehension, ten CD players/recorders with headphones have been purchased. The ESL teachers have designed a listening-specific curriculum that contains four aural comprehension models that match theory and practice: 1) Pattern Matching: Listening and Repeating: Learners are asked to imitate/repeat what they hear, within a listening and pattern-matching lesson framework. The focus is on mimicry and memorization; 2) Processing Discrete-Point Information: Listening and Answering Comprehension Questions: Learners focus on listening and processing discrete-point information in order to answer comprehension questions; 3) Task Listening and Processing Text: Language Use and Language Analysis: Students are engaged in processing spoken discourse for functional purposes. Their practice experience is focused on listening and carrying out real tasks using the information received; and 4) Interactive Communicative Listening: Critical Listening, Critical Thinking, Effective Speaking: Students participate in coursework which is designed to increase speed and accuracy of aural comprehension in order to complete real communication tasks which are situated in appropriate academic contexts. Activities involve real-time participation in a three-part cognitive pattern: instant decoding, critical thinking, and formulating an instant spoken or written response.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Although Title III funds will not be used towards professional development, teachers and administrators will receive support from our certified ESL teachers and from our monthly professional development sessions centered on meeting the needs of our English language learners. Professional development is on-going and is designed to improve the instruction and assessment of ELLs; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, five of our 100 minute professional development sessions will focus on our English language learners and how to provide language support through academic content.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$7,956.80	<i>To supply supplemental teaching services for the ELL population in our After School Program. October 15, 2009 – June 9, 2010 160 hours x \$49.73 (per session w/fringe) = \$7,956.80</i>

Textbooks	\$3,043.20	French-language global studies, science, math textbooks, audio books, novels, poetry books, etc.
Supplies and materials	\$2,000	Such as: \$ 770.00 - (10) 4-Person Portable Learning Center - Consists of: CD Player, 4-Headphones \$606.84 - Read-Along Sets with CDs
Translation Services (for Regents exams)	\$2,000	French interpreters provided for all Regents exams taken by French-speaking students in January and June. (Written forms of Regents exams are NOT provided for low incidence languages, such as French.
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 1. Upon interviewing the parents/guardians and students, the High School for Arts, Imagination and Inquiry is able to determine if translators and translated documents are necessary for our families. At this time, five percent of our families need translations.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - The High School for Arts, Imagination, and Inquiry's families have reported that providing translation and oral interpretations is helpful. These findings were done through surveys at various school events. Findings were reported during department, SLC, and PTA meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. School documents not provided through the DOE are translated as necessary by staff and mailed home.
 - b. Documents provided through the DOE that have translations are given to families through school mailings.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. Oral translation services are provided through contracted DOE vendors when necessary or when requested.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - Information regarding translation services is provided to families through mailings; upon interviewing with the guidance counselors, school secretary or administration.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	275,497	69,654	345,151
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,755		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		697	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13,757		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,483	
6. Enter the anticipated 10% set-aside for Professional Development:	27,550		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,965	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The High School for Art, Imaginary and Inquiry (HSII) firmly acknowledges that strengthening student academic achievement requires the active participation of parents, supporting the efforts of students and faculty. Thus we have, and will continue to take the following actions to build the capacity of schools and parents for strong parent school collaboration:

- HSII has developed a strong Parents’ Association, and instituted programs and activities that are relevant to parents. HSII has planned events to engender parent support and participation. College informational and financing seminars, support and educational workshops, awards nights, and student talent showcases have brought a diverse group of parents into the school environment.
- Academic Outreach: To facilitate parental involvement in their students academic progression, HSII holds two parent teacher conferences during the school year; one in the Fall and Spring semesters. To enhance understanding of the expanse of the curriculum as well as the academic course requirements, we schedule a Curriculum Night for parents during which they meet the faculty at the onset of the school year and learn faculty expectations to achieve a strong academic performance.
- At the beginning of the school year, HSII organizes TITLE 1 meeting time to explain the various components of this program and how it impacts students’ academic achievement and opportunity during the school year
- HSII extends to parents various modes of communication tools. The school sends parents notices of students’ progression through mailings of report cards six times a year, and HSII sends additional subject interim progress reports when faculty note changes in students’ performance. Faculty and administration are available for appointments with parents prior to, during, and after the school day, and by telephone and e-mail contact. It is not uncommon for the administration and faculty to respond to e-mail contacts from parents late into the evenings and on weekends. A new initiative this year will be the implementation of a school-based website and interactive teacher gradebook.

- HSII communicates all school activities to facilitate parental involvement and improve information flow by direct mailings, back-packing and e-mailing notices of school events, parent meetings, seminars and workshops.
- HSII provides materials and training to assist parents work with their students to improve their students' academic achievement. There have been several seminars conducted throughout the school year to train parents as their students' "coaches" to augment strong study habits and learn techniques for achieving academic success.
- HSII participates in regularly scheduled parent meetings, such as monthly Parents' Association and School Leadership Team meetings.
- HSII has conducted surveys to elicit parental interests.
- The school population contains a multitude of different nationalities and cultures. HSII makes every effort to be sensitive to all families. The Parent Coordinator translates all notices into Spanish, and parents along with the Parent Coordinator facilitate translations at meetings and seminars.

SCHOOL PARENT INVOLVEMENT POLICY

1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. LACJ supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

2. HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

The administration has arranged for the Principal, Assistant Principal, Guidance Counselor, or Social Worker to be available on any morning by appointment as early as 8 am and as late as 5 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

3. OUR MECHANISMS AND PROCEDURES FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins from both superintendencies in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

4. HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

Parents are asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are three parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep are asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

5. HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents.

6. HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

After a series of meetings between the parents of the Executive Board and the administration, a general Parent Teachers Association meeting will be held to elect new Title I parent representatives. Following that, there will be a Meet the Administration Night, where parents may voice their issues. There will be another general meeting and open forum for parents and the parent members of the School Leadership Team. Following that, at the next Executive Board Meeting, the School Parent Compact will be revised and submitted to the P.A. to be ratified.

7. HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN.

The School Parent Involvement Plan will evolve in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices shall be heard.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I School Parent Compact

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-through of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds for test prep materials.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from the High School.
4. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Reinstatement of annual goal setting with advisory teachers.
7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Regular updating of the school website with parent information.
11. Regular notices home from the Parents and the Administration.
12. Teacher maintenance of parental contact logs.
13. Attendance outreach to late and absent students.
14. Teacher dissemination of semester course outlines.
15. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
16. Maintenance of an Aware Parent liaison so that parents can access data on the web.
17. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
18. Guidance workshops for parents on issues of concern to the parents.

We further seek to promote parent responsibility for supporting their children's learning through the following:

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.

4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.
15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We are engaged in ongoing gap analyses based on Regents Examinations and Acuity baseline and progress check data. Student performance will be itemized by skill and content so we can provide appropriate supports to meet student needs. Tenth and eleventh grade students will also be prepared (based on pre testing) for SAT and PSAT exams. As a school with an inclusion approach to general and Special Education, we will focus our efforts to design differentiated instruction that communicates our expectations and provides multiple routes to achieve these expectations through: adjustable assignments, learning centers, and a college advisory curriculum provided by CUNY with adult mentors who will teach the habits of effective and reflective learners while monitoring student progress. All students will engage in a developmental college credit bearing program whose objectives are direct instruction in reading and study skills, followed by massed practice across the content areas. Additionally, we have implemented Professional Learning teacher teams that meet to develop improved instructional strategies and analyze student data relating to credit accumulation and whether different populations are on or off course for graduation.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Numerous school wide reform strategies are in place and referred to in locations throughout this Comprehensive Education Plan. These include:

One of our most important goals is to ensure that our students meet all the requirements for graduation from a New York State high school in four years. During their first three years of high school, our students engage in a rigorous course of study built around the New York State body of expectations - with a twist. In collaboration with LCI we have designed curricula in such a way that while students master the body of content and skills inherent in the New York State curricula, they are also deepening the Capacities for Imaginative Learning through the integration of arts across the curriculum. These Capacities were developed by Lincoln Center Institute for HSII and are based almost thirty-five years of practice and the philosophy of Maxine Greene, LCI's Philosopher-in-Residence. LCI provides us with consultations necessary to build a blended curriculum and the support to begin an evaluation of the development of the Capacities.

This overarching mission is shared by all members of staff and it is supported by a number of distinctive features. These include: small class size, extensive pupil personnel engagement, a strong, committed, collegial staff who take ownership of the school, a rich extra-curricular program, extended day tutoring, an active partnership with Lincoln Center Institute for the Arts in Education and the CUNY SSO, and a summer internship program at LCI which is designed to provide students with both technical theater and office experience.

Additionally, we have implemented College Summit, building a culture of college preparedness in cooperation with our college partners. Further, we are using data drawn from our first four years to modify and adjust the program to best meet our students' needs. We also want to increase the ambition of those of our students for whom "OK is good enough." and help to instill in them the drive to set and achieve personal goals.

Staff members also are beginning to make use of ARIS and a variety of data sources to inform instructional decisions. This allows concerned parties to immediately assess whether a student is on or off track in regards to graduation and plan accordingly – creating individualized credit recovery plans as appropriate. Review of common need areas across disciplines has led to concentrated efforts (for example: building academic vocabulary and rubrics designed to support our arts integration). Formative data action research is undertaken by individuals in conjunction with LCI to inform instructional practice. This research is ongoing and used to measure effectiveness of implementation of the LCI methodology. Formalized school-based SAT prep that includes interim assessments assists in building skills takes place after-school and on Saturdays and provides us with a series of practice test scores that help counselors and grade teams to monitor student progress.

Believing that obstacles beyond academic competence are often at the heart of students' lack of success, our Pupil Personnel Team is working with advisors, teachers and parents to focus on those affective issues that impede success. They are ever cognizant of the educational goals of the school and seek to find the means, student-by-student, to assure improvement.

The school inquiry team conducts yearly case studies – undertaking projects of in-depth inquiry into the strengths and weaknesses of a targeted group of struggling students, investigating how the school community can effectively improve academic performance. The findings are then shared with the whole school faculty, allowing recommended improvement plans to be discussed, analyzed and implemented.

The ESL teachers analyzed and tabulated Regents and NYSESLAT scores prior to the start of the after-school program. The program is assessed by using attendance records, student portfolios, and teacher created rubrics. ESL Assessment portfolios include performance-based assessments, such as writing samples that illustrate different genres and computer generated assessments from the Rosetta Stone software program. This software contains new speech recognition technology, intuitive sequential learning, and real-life simulations that provide the right context to help students of various levels learn and understand English effectively. The overall outcome of the ESL program will continue to be assessed by the students' scores on the Regents and NYSESLAT exams.

3. Instruction by highly qualified staff.

We begin our search process early and seriously, because we believe that little is more important than the staff who worked with young people. Our search has brought candidates from all over the United States. Candidates engage in several interviews with various constituencies. Certification is required. In addition, we remain a partner school in the CUNY Teacher Academy Program. These collaborations will allow us to support an initiative targeted at attracting and training aspiring teachers. Through our participation we hope to add some value to the program and also to groom potential future members of staff. Having selected teachers who are well-prepared academically, we engage in teacher orientation and professional development designed to ensure best practice. Further, supervision is frequent and on-going as it is our commitment to use supervision to help teachers grow. Additionally, we have begun to train a cohort of teachers in the skills necessary for meaningful peer observation.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our ongoing pursuit of gap analysis and targeted instruction has professional development components. For our efforts to be successful, staff must know how to use the resources available to them and come to rely on data to inform instructional decisions. In addition, our teachers collaborate with our partners at the Lincoln Center Institute for the Arts and Education to build rich instructional experiences and we take advantage of readings such as "Classroom Instruction That Works" and "Understanding by Design". As we prepare our second senior class for graduation, pupil personnel will continue to rely on inter-visitations with counselors who conduct exemplary programs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

It is our intention to offer Back-to-School evenings during which parents will be invited to experience their children's academic schedule, one in each semester. During abbreviated instructional periods, teachers will introduce themselves, their course, classroom expectations, etc. We hope these early meetings will promote collaborations between home and school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Decisions made regarding the change to Acuity were made in response to teacher's experience with the DY0.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
The focal point of gap analysis and Acuity is to provide teachers with timely, effective diagnosis of needs. These are then used to inform instruction in whole class, differentiated activities and ancillary programs.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Guidance staff provide targeted assistance for members of our school community as needed and when appropriately identified.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The English Department at the High School for Arts, Imagination and Inquiry met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. All constituent groups had an opportunity to review these findings, Administration prepared an overall analysis of the statements contained in Appendix Seven.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The High School for Arts, Imagination and Inquiry does believe that the finding is relevant to our school's educational program. This belief is supported by several pieces of evidence, key among them – the New York State Regents Exam in English. Our ELL students have not been able to bridge the gap between their native languages and the expectations placed on them by the state of New York in the form of Regents Exams. Data shows that ELL students performing well below non-ELL students in performance on these exams (with scores averaging between 45% and 60% lower). Additionally, the work that is being done by Lincoln Center Institute in regards to integrating the capacities for imaginative learning has not regularly occurred in ESL classes. Finally, while our staff is very much aware of the standards for English Language Learners, we have only recently begun aligning these standards with our curriculum mapping and unit planning. Our ELL students (a relatively high percentage of our population) are not yet achieving at a level consistent with other students in the school.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are addressing these issues in a number of ways – we have hired a literacy coach to work with all of our English teachers (including ESL). All of our ELL students do receive mandated services and our ESL teachers have begun meeting regularly with subject area teachers to ensure that individual needs are being met. We will offer numerous professional development sessions on ESL and ensure that all staff members are aware of state and federal mandates.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics Department at the High School for Arts, Imagination and Inquiry met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The High School for Arts, Imagination and Inquiry believes that this finding is relevant to our school's educational program. As the state continues to adjust the math curriculum (removing Math A and Math B, replacing them with Integrated Algebra and Geometry), our math teachers often struggle to align the state standards with what the curriculum they are given. Additionally, teachers are struggling to figure out what areas they should focus on and how best to use instructional time to ensure that state standards are being met and that students are prepared for Regents exams. The majority of our evidence to support this finding is anecdotal, provided by the teachers as they attend professional development sessions, prepare students for Regents exams and design their curricula. Regents pass rates in Integrated Algebra were lower than previous years in Math A, and Math B rates have consistently been around 30% per administration.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The High School for Arts, Imagination and Inquiry is working diligently to address these findings. We work with a Math coach who works closely with our assistant principal and teachers to ensure that instruction is aligned with state standards so students are prepared for Regents Exams and college. Our teachers attend numerous professional development workshops and work collaboratively to ensure consistency across the topic areas. Finally, we have begun an online curriculum mapping project (aligned to the state standards) that provides transparency and helps teachers, students and families reach articulated benchmarks and goals in mathematics. We welcome additional support from central to address this issue, and are open to any and all suggestions.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The English Department at the High School for Arts, Imagination and Inquiry has met and reviewed these findings (just as they did in regards to Curriculum) - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELA classes are taught by highly qualified teachers who consistently work to employ best practices and differentiate instruction to meet the needs of all learners – unfortunately, the data (in regards to pass rates and success on the Regents is not reflective of these efforts). Informal and formal observations made by administrators reveal that efforts are being made, but there is disconnect between instruction and outcomes. While our instruction is geared to the needs of our students, we continue to work to integrate our arts integration program and align instruction with state standards in order to increase student success.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are addressing these issues in a number of ways. Our work with our literacy coach is ongoing and now in addition to our English teachers, he is also working with social studies teachers so that instruction is humanities-based. We are redesigning and mapping our curriculum to ensure that instruction is skill-based and builds upon ideas and concepts learned in previous years, and we are aligning our ELA and Social Studies instruction, building a system that is self-supportive. Additionally, we will continue offering the English Regents exam to juniors in January, providing them an additional opportunity to secure a grade higher than 75% (the standard for acceptance at the City University of New York). Finally, we are looking at the schedule to try to create systems that allow for prolonged instruction – creating additional time for group work and interdisciplinary projects as well as common planning time for teachers. We welcome additional support from central to address this issue, and are open to any and all suggestions.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics Department at the High School for Arts, Imagination and Inquiry has met and reviewed these findings (just as they did in regards to Curriculum) - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We welcomed two teachers who are new to our school and have demonstrated a willingness to work with our students in ways that will demonstrate success in teaching key concepts and ideas to our students. Our assistant principal and math coach are strategizing ways to align curriculum and support teachers in the classroom. More than half the population of our school is enrolled in Integrated Algebra, as many of these students are repeating the class or are taking it because they were unable to pass the Math A Regents despite numerous attempts. While instruction is geared to the needs of our students, there is a lack of understanding that prevents many children from succeeding. Class and regents pass rates are disproportionately low in math and improving instruction in this area is one of our most pressing needs.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are addressing these issues in a number of ways: we are working with a math coach who is working with all of our math teachers, we are redesigning our curriculum to ensure that instruction is skill-based and builds upon ideas and concepts learned in previous years, and we are aligning our Math, Social Studies and Science instruction, building a system that is self-supportive and allows for reinforcement of ideas and concepts. Additionally, we are stressing to students the need to secure a grade higher than 75% (the standard for acceptance at the City University of New York) on at least one math regents exam. Finally, we are looking at the schedule to try to create systems that allow for prolonged instruction, creating additional time for group work and interdisciplinary projects as well as common planning time for teachers. We welcome additional support from central to address this issue, and are open to any and all suggestions.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We reviewed our teacher turnover data from 2008/2009 as well as past years. We looked for trends in departments, subject areas, etc. This information was presented to the School Leadership Team and UFT Chapter Leader for review.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From academic year 2007/2008 to academic year 2008/2009 only three staff members left to pursue other opportunities. Of these three, one left to become an assistant principal and two left to work at schools that were located physically closer to their homes. Four staff members remain from the founding of the school in 2005/2006. For 2009/2010 we replaced two math and two science teachers after the teachers on staff elected to change schools. Teacher turnover rate is not high at the High School for Arts, Imagination and Inquiry.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A representative from the Administration met with the two ESL teachers and presented them with this finding. They both disagreed and indicated that they were very aware of professional development opportunities that were available to them – through the central, our support organization and professional affiliations. Not only do both of our teachers attend many of these, they then inform all staff members of PD opportunities in ESL (for non-ESL teachers).

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ESL teachers attend regular professional development sessions and inform our staff of PD opportunities that focus on ELL instruction in subject area classes. Teachers who express interest in attending are always approved to do so. We also make it a point to provide at least one PD a semester to our whole staff that addresses ESL concerns and effective teaching strategies in subject area classes. Given the percentage of students receiving ELL instruction, this is a priority in our school.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A representative from the Administration met with the ESL teachers and presented them with this finding. They both disagreed, stating that they were satisfied with the level of instruction and how it was monitored (both in the classroom and via electronic reporting systems). They expressed respect for their colleagues who made sure that the needs of ESL students were met in their classrooms.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated above, our ESL teachers (specifically the ESL coordinator), make it a point to disseminate information to all staff members who teach ELL students. All staff members are aware of required accommodations and intervention strategies that need to be used

to insure student success. Our ATS reports are kept up to date and all teachers are receiving training in ARIS – which provides them with information on a student's ESL status (current or former). As the High School for Arts, Imagination and Inquiry only offers one type of ESL program for students to be enrolled in, there is no confusion in this area.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The population of Special Education students at HSAll is considerable. The Special Education department is led by a coordinator who plans professional development opportunities for the entire staff. Administration presented these findings to her and asked her for her opinion. She indicated that she disagreed with the statement and felt that faculty and staff at the High School for Arts, Imagination and Inquiry was very well informed about Special Education and IEP requirements and that adequate amounts of professional development were provided.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All teachers at the High School for Arts, Imagination and Inquiry who teach students with IEP's are provided with copies of these documents (as mandated by state law). Additionally, these teachers participate in annual conferences relating to the students' performance and meet regularly with the special education teacher/supervisor to discuss progress and strategies that might be

employed to students' individual needs. Information regarding Special Education mandates and requirements is disseminated regularly, and a minimum of one professional development session (in-house) per semester addresses Special Education/IEP issues.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding was presented to both our Special Education Department and Pupil Personnel Team. They both disagreed with the finding.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The High School for Arts, Imagination and Inquiry has a very limited population of IEP students with disabilities. All mandates are followed and these students' IEP's are scrutinized to ensure that mandates are being met. IEP goals, objectives and promotion criteria are reviewed by our transition coordinator, and our IEP's (when necessary) do include behavioral plans with specific goals. Because the population of IEP students with disabilities is small, extra emphasis is put on making certain that their needs are accommodated.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

Students in temporary housing receive counseling from the social worker, supplies and materials from their guidance counselor, and extra curricular activities from the school's McKinney Vento funding.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.