



HIGH SCHOOL FOR ARTS & BUSINESS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **24Q550**
ADDRESS: **105-25 HORACE HARDING EXPRESSWAY**
CORONA, NY 11368
TELEPHONE: **718-271-8383**
FAX: **718-271-7196**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q550 **SCHOOL NAME:** High School for Arts & Business

SCHOOL ADDRESS: 105-25 Horace Harding Expressway, Corona, NY 11368

SCHOOL TELEPHONE: 718-271-8383 **FAX:** 718-271-7196

SCHOOL CONTACT PERSON: A. Zambrano-Burakov **EMAIL ADDRESS:** azambra@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robert Welt

PRINCIPAL: Ana R. Zambrano-Burakov

UFT CHAPTER LEADER: Bert Kis

PARENTS' ASSOCIATION PRESIDENT: Diana Cardona

STUDENT REPRESENTATIVE: Carlos Collado
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 16 **SSO NAME:** Queens ICI

SSO NETWORK LEADER: Ms. Vivian Selenikas

SUPERINTENDENT: Ms. Doris Unger

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
Ana R. Zambrano-Burakov	*Principal	
Maria Rodriguez	Assistant Principal	
Robert Welt	Teacher	
Bert Kis	*UFT Chapter Chairperson	
Luisa Cruz	Teacher	
Diana Cardona	*PTA President	
Lydia Alamo	Title I Parent Representative	
Frecia Galvis	Parent	
Claudia Tobon	Parent	
Bertha Rangel	Parent	
Carlos Collado	Student Representative	
Kathy Tapia	Student Representative	

(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 & Business is dedicated to serving its students for over a decade by providing outstanding educational opportunities and academic excellence. We are located in the heart of Corona, Queens, a diverse and multicultural community. This community is reflected in our student body.

As a school, we are proud of our academic accomplishments. We have met our annual yearly progress in all areas of Math, English and Graduation Rate. We are a school in good standing according to the No Child Left Behind Act.

Our growing Advanced Placement program is based on the philosophy of open enrollment, giving all students the chance to achieve. Approximately one-third of the students are enrolled in at least one Advanced Placement course. This is an admirable accomplishment because many students in our population enter our school at low levels in math and reading, and many of our students are former English Language Learners.

The Office of Accountability has used our school as a demonstration site for Best Practices School of Excellence, as a result of our Social Studies Regents grades. We received positive feedback from the participants from high schools in our network, and as a result, intervisitation has been incorporated for professional growth.

For the third consecutive year, we were awarded the REACH grant, which monetarily compensates students for scores of 3 or higher on the AP Exams. Students also benefited from attending AP Exam Preparation courses sponsored by the College Board, as well as by our school.

In May, 2009, Newsweek magazine ranked The High School for Arts & Business, HSAB, number 6 in New York City public high schools and number 361 nationwide, based on its ratio of AP courses offered to overall student enrollment. This was the fourth year in a row that HSAB was recognized by Newsweek Magazine in the Top 1000 Nation's Best Public High Schools.

We live up to our name of "Arts & Business" by preparing our students for the demands of an evolving global market by providing a comprehensive sequence in the Arts and Business. The following programs are available in our school.

The Entrepreneurship/Virtual Enterprise Program is a comprehensive program that prepares students for the world of work and post-secondary education through the experience of working in a real firm through our simulated office environment. This CTE (Career Technical Education) approved program begins with Business Computer Applications continues with Entrepreneurship which leads to Virtual Enterprise. All students become virtual employees and demonstrate personal skills, aptitudes and abilities to operate a business through classroom instruction, field experiences and practical applications of learned skills.

Our school's State approved CTE Entrepreneurship/VE program sets our school apart by providing our students with the unique experience of being an employee in a virtual firm, earning college credits and at the same time training them for success in the world of work.

The Arts Department provides a versatile and multi-dimensional environment where students strengthen their creative abilities towards developing future careers in the fine arts, graphics, industrial design, dance and music. Foundation courses are offered in all of these areas and provide students with the skills they need to express themselves creatively.

To overcome budgetary constraints, the administration is always exploring other sources of funding. We are the proud recipients of the following grants: Learning Technology, VTEA, ESL Success Grant, REACH (Rewarding Educational Achievement), ELL Global Enrichment, IACE, among others. We have been selected to participate in the U.S. Department of Education study of secondary math teachers through the Mathematics Policy Research.

Our graduates are recipients of highly coveted scholarships such as: O'Melveny and Meyers, Peter J. Vallone, NY Lottery, and "Leaders of Tomorrow." In June 2009, \$451,300 in scholarship dollars were offered and a total of \$302,300 was awarded to our students for scholarships.

The school has received positive media attention regarding our academic and extra-curricular programs in the "Daily News", "Newsweek" and "El Diario La Prensa". The "New York Times" also featured an entire page of our first place-winning ad which read "Don't Act Like You Have No Voice. Our principal also appeared in Unision-Primer Impacto, a Spanish television program. The focus was on our arts, dance, and after-school programs which provide students with positive activities that prevent them from joining gangs, and instead promote peaceful solutions through the arts.

Regardless of the fact that our school building does not have a gymnasium or an athletic field, our physical education department encourages all students to become physically fit and disciplined in sports. We are especially proud of our girls' soccer team, who went 10-2 in its third season playing in the PSAL (Public School Athletic League) "A" league, tying with Townsend Harris for the best record in Queens. Our boys' soccer team made it to the second round of the play-offs and the girls' cross country team won 8 medals total. Our weight-training room and dance room are used to their full capacity during the school day, as well as in after-school clubs and activities. During the 2009-10 school year, both the boys' and girls' soccer team won the Kiwanis and PSAL high school soccer tournament sportsmanship award. Our coaches do a terrific job promoting the observance of the rules of fair play and respect for others, as well as physical fitness.

HealthCorps is a non-profit organization that was founded by Dr. Oz (of the *Dr. Oz Show* and *Oprah*) to combat the childhood obesity epidemic in America today. Coordinators are stationed in high schools across the country in order to educate students and community members about nutrition, fitness, and strengthening their mental resiliency. At the High School for Arts and Business, HealthCorps has reached hundreds of students and staff over the past three years by providing interactive workshops on health topics in the Health and Physical Education classes, an after-school cooking club that focuses on making easy, healthy dishes, and events and information for students, parents, and staff. Some of the most well-attended and successful of these events have been the Annual HSAB Health Fair, which introduced students to healthy food choices and alternative ways to increase their physical activity, a taste-testing event for parents that focused on eating nutritiously on a budget, and student and staff pedometer competitions to increase physical activity through walking and running. These workshops and events have helped to inform members of the HSAB community of healthier lifestyle choices in order to empower them with the knowledge necessary to take control of their own health.

In the academic year 2008-09 our staff has been developed in the following areas:

-  Smartboard training for 16+ staff members
-  New style Smartboards in the majority of classrooms
-  Student projects going from Power Point to Video
-  4 teachers attended week long Final Cut Training for Video editing
-  The Art Department has implemented student use of Photoshop, iMovie, and Final Cut
-  Summer Professional Development for video (iMovie) training was attended by 2 teachers. During this workshop storyboarding and "mindmaps" were integrated into the PD as a process for effective video development.

Our school is housed in a windowless building that was once a bowling alley, but manages to make good use of its limited facilities. Common areas are clean and decorated with student work. Every classroom is equipped with laptop computer carts, as the school is part of a Title II-D grant that brought over 660 laptops to the schools. Students use laptops to take notes and e-mail work to their personal accounts.

Our school serves as a safe haven for a nurturing learning environment that opens the door for a brighter future.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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 and Business						
District:	24	DBN:	24Q550	School BEDS Code:	342400011550		
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 :			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		82.4	85.5	86.7
Kindergarten	0	0	0	Student Stability - % of Enrollment :			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		96.0	95.3	96.1
Grade 3	0	0	0	Poverty Rate - % of Enrollment :			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		73.8	62.6	67.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number :			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	1	9
Grade 9	367	380	345	Recent Immigrants - Total Number :			
Grade 10	195	187	200	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	97	112	120		25	39	35
Grade 12	98	90	104	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	757	769	769				
				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	101	92	33
# in Collaborative Team Teaching (CTT) Classes	24	34	48	Superintendent Suspensions	27	26	14
Number all others	51	41	37	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
				CTE Program Participants	N/A	N/A	159
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	61	69	52	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	46	59	73	Number of Teachers	51	49	49

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	10	7	Number of Administrators and Other Professionals	13	15	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
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)	40	43	45	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.9	86.5	88.2
				% more than 5 years teaching anywhere	63.0	67.3	72.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	83.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	88.8	91.3
American Indian or Alaska Native	0.0	0.1	0.1				
Black or African American	6.9	6.9	6.4				
Hispanic or Latino	85.9	85.0	84.7				
Asian or Native Hawaiian/Other Pacific Isl.	5.4	6.5	6.9				
White	1.7	1.4	1.8				
Male	46.8	42.8	44.0				
Female	53.2	57.2	56.0				
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:			IGS

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					√	√	√
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	3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	86.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.6	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:	17.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	49.3						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8						

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 following is the data and summary for the needs assessment in the various academic subjects.

Math and Science

Math & Science Examinations 65% & Higher Passing Percentages 2007-2009

SUBJECT	2007	2008	2009
INTEGRATED ALGEBRA	N/A	55%	70.22
GEOMETRY	N/A	N/A	58.65
LIVING ENVIRONMENT	52%	51%	82.76%
EARTH SCIENCE	43%	30%	71.43%
CHEMISTRY	14%	42%	63.89%
PHYSICS	42%	75%	80%

Major Accomplishments:

Math and Science Regents Exams results for the past three years exhibit a great deal of improvement in all subjects. From 2008 to 2009 our results improved by 31.75% in the Living Environment, 42.30% for Earth Science, 21.89% in Chemistry and 5% in Physics. The Integrated Algebra regents improved by 15.22% from the first administration to the second.

Careful review of our instructional practices reveals what works:

- Additional time on task helps students developing basic skills, reasoning, conceptual understanding, and problem solving.

Section IV: Needs Assessments Continued

- Instruction should build on students' prior knowledge.
- Program structures to keep students in Math and Science throughout the four years of high school should be in place, with ample options for students to take appropriate courses based on their knowledge and skill level.
- Hands-on work should be a regular and integral part of all courses.
- Connections to the "real-world" should be made regularly.
- Teachers should incorporate real life problem solving into each course.
- Build in appropriate vocabulary so that the students develop scientific and mathematical literacy.
- Use technology as an integral part of instruction and allow students to use it as appropriate.

To further improve our results we:

- Need to continue increasing capability in Math and Science for all students, as evidenced by increased performance in Math and Science by all students.
- Need to increase the level of student achievement by successfully developing study and goal setting skills for all students.
- Need to increase level of achievement by connecting the classroom to the real world.
- Need to increase student achievement in Math and Science by infusing technology into classroom activities.
- Need to increase student achievement in problem solving and reading skills by integrating the use of educational websites and software that are interactive and student friendly.
- Need to continue improving the delivery of instruction through collaboratively student centered interdisciplinary classroom activities.
- Need to continue using data to differentiate instruction in Math and Science.

Section IV: Needs Assessments Continued

Social Studies

Social Studies Examinations Passing Percentages for 2006-2009

Examination	June 2006	June 2007	June 2008	June 2009
Global History & Geography	60 %	68.8 %	69.4 %	79 %
Global History & Geography for ELLs	41 %	24 %	65 %	62%
United States History & Government	80 %	85 %	91 %	92 %
United States History & Government for ELLs	66 %	56.25 %	71 %	81.25 %

- Need to continue increasing academic language and literacy skills for all students
- Need to continue tutoring services through grants to enhance Global History and US History students.
- Need to support and enhance Global History achievement for English Language Learners.
- Need to increase the use of technology and differentiation skills to enhance proficiency for the students.
- Need to increase goal setting and preemptive planning for all students especially the top and bottom third.
- Need to have more professional development for teachers to have students achieve better success on Advanced Placement Examinations.
- Need to explore more advanced placement classes for the students as well as increase college level skills for the students.
- Need to increase student achievement in problem solving and reading skills by integrating the use of educational websites and software that are interactive and student friendly.
- Need to continue giving support to students, including before and after school tutoring and lunch period tutoring.
- Need to increase credit accumulation for students through the use of extended day and alternate assessments for students that did not receive credit for courses.

Arts

Our goal is to encourage growth among teachers. We will facilitate the appearance of visual arts & celebration of student work at the High School for Arts & Business. We will actively explore opportunities for students to participate in museum exhibitions and liaisons for internships to support our students. We will encourage students to be a part of the Comprehensive Art Regents and programs at our school.

- Need to have the Arts program and curriculum developed for 10 credit art endorsed sequencing for students.
- Need to have productive art shows that increase revenue for the Art department.
- Need to continue pursuing the Career and Technical Educational program for its endorsement through completion of the curriculum and application process.
- Need to enhance student internships and connection to museums to instill interest and plans for the school and the students.
- Need to enhance goal setting and promotion of our Arts program.

Section IV: Needs Assessments Continued

Music

We will encourage growth among both the students and teachers in our Music Department. We will work actively towards fostering a stronger program that reflects as a school of arts. We will actively participate in exploring opportunities and funding for the Music Department.

- Need to collaboratively plan the year for the Music Department.
- Need to effectively set up concerts and funding for the department.
- Need to develop a music theory class for Music students.
- Need to integrate technology and pod-casts into the classroom.
- Need to have a competitive and strong chorus and band.
- Need to have adequate supplies and funding to nurture the program for the students.
- Need to recruit students wishing to explore music at the High School for Arts & Business.
- Need to enhance academic language and literacy.
- Need to increase the scholarship report of ninth grade students.
- Need to set up goals and promotion of a music-endorsed diploma sequence.

English and Language Arts Department

Data Analysis/Findings – ELA:

Comparisons of English Regents Examinations for January-June 2007, January-June 2008 and January-June 2009 are as follows:

	2006-2007	2007-2008	2008-2009
Overall Pass Rate 55 and over	73%	81%	88%
Overall Pass Rate 65 and over	49%	65%	76%
ESL Pass Rate 55 and over	43%	70%	86%
ESL Pass Rate 65 and over	21%	59%	75%
Non ESL Pass Rate 55 and over	80%	83%	86%
Non ESL Pass Rate 65 and over	56%	66%	75%

Based on an item analysis of the scores and written responses of our students on previous Regents exams we have noted areas in need of improvement. The highest priorities of this school in the language arts subject area are most notably in the areas of higher level vocabulary, greater facility for data retrieval from tables, charts and other organizational devices, more imaginative and appropriate solutions to social and academic issues, and an increased understanding and more appropriate analysis of literary quotations. Teachers determined that weaknesses are due to the misunderstanding of language in listening passages tasks one and two, inexperience in reading scientific tables and graphs,

Section IV: Needs Assessments Continued

and little social involvement in civic actions which may address the core concerns in task two and difficulty in formulating a restatement of a quotation.

Although our students have improved in Regents scores due to our intervention initiatives made possible through our grants, we have found, based on the Item Analysis for the English Regents Examination for both January and June 2009, the following:

We need to:

- Increase the level of student achievement in successfully reading and understanding complex fiction and nonfiction literature through an emphasis on vocabulary and its proper usage.
- Increase student performance in the area of communication through an emphasis on formal oral presentations.
- Increase the level of student achievement through emphasis on making connections to sources outside of the subject.
- Increase student achievement in effectively incorporating information gleaned from other subject areas in order to enrich meaning and enhance the quality of projects.
- Increase student achievement in reading by integrating the use of pertinent software in building vocabulary skills.

The four primary needs of our students, based upon our analysis of the four separate tasks on the English Regents Exam, are:

- Development of vocabulary skills is necessary to better student comprehension of the essay task in Part I and II and III.
- Profound understanding of literary elements and techniques and the ability to identify them without prior knowledge.
- More experience is needed in reading and analyzing visual organizational devices to better access the information harbored therein. This would include charts, graphs of different sorts, tables and scientific data entries.
- Cultural enrichment of the students is imperative to generate more pertinent and sophisticated responses to social and academic issues that they are asked to discuss in task two of the English Language Arts Regents.
- A more accurate understanding of literary quotations, such as those given in task four of the English Language Arts Regents Exam, is imperative if students are to improve their scores.
- An interdisciplinary approach with the objective of helping students in deconstructing and scaffolding academic language.
- In order to help our students improve in their overall academic performance and on exams, we have found that it is important to infuse study skills into the curriculum. Students need organizational strategies that will help them succeed on assessments.
- A significant decrease in the percentage of students in the lowest third earning a 75 or higher on the ELA Regents. Preliminary findings indicate that students who earned between a 65-74 were not retested for a higher grade unless they were seniors.

Section IV: Needs Assessments Continued

Our accomplishments in English and Language Arts, ESL and Foreign Language include:

- Students in the AP English Language and Composition course had the opportunity, together with their teacher, to attend workshops sponsored by the AP REACH program. This program allows students to strive to take and succeed in AP classes.
- Students in the journalism class participated both in the fall Citywide Baruch Journalism conference sponsored by Baruch College and The New York City Scholastic Press Association. The school newspaper is produced by the Journalism class.
- Our students participate in cross-age tutoring, where students visit elementary schools and read to students in lower grades.
- From January-June 2008 to January-June 2009, our English Regents scores (with a 65% and over) rose 11% for our overall population and 16% for our ESL population.
- Our school was the recipient of the ESL Success Grant which will allow for our ESL and content-area teachers to collaborate and help students succeed, as well as use intervention software such as Achieve 3000.
- The Foreign Language department added an Italian Year 3 sequence to the Foreign Language curriculum. Most students who graduate from our school complete at least a three year sequence which ends with the Regents for that particular language. In Spanish, students are given the opportunity to complete the four year sequence.
- We were recipients of the IACE grant which allows us to purchase educational materials for our Italian classes.

Business Department

The Business Program at the High School for Arts & Business is a comprehensive New York State CTE approved program that prepares students for the world of work and postsecondary education. Students experience the world of work through our simulated office environment. Our CTE sequenced program begins with Business Computer Applications, continues with Entrepreneurship which leads to Virtual Enterprise. All students will become virtual employees and demonstrate personal skills, aptitudes and abilities to operate a business through classroom instruction, field experiences and practical application of learned skills. This program offers students the opportunity to earn up to 9 College Business credits through the Career Pathways Program with Queensborough Community College. The program will focus on the development of SCANS (Secretary's Commission for Necessary Skills), CDOS (Career Development and Occupational Studies), New York City, State, and Regents standards in Mathematics and English language arts.

The program strengths include:

97% of students earned a Regents or better Diploma for the 2008-2009 school year.

52 % of students earned an Advanced Regents or better Diploma for the 2008-2009 school year.

10 students received a Career & Technical Endorsement.

97 % students graduating seniors were accepted into post-secondary institutions.

100% of students participated in Job Shadowing experiences and career exploration activities.

The focus for the 2009-2010 school year is to increase the number of students who participate in internships and obtaining CTE diplomas.

Section IV: Needs Assessments Continued

Guidance Department

High school prepares our youth for the transition to college and/or the workplace. Our guidance counselors are instrumental in helping our students with this transition. They counsel students with facing the increased pressures about behaviors involving sex, alcohol and drugs and guide them through the acceptable behaviors that can lead to mature, meaningful relationships. Our students must also deal with academic pressures including regents testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Based on the progress report date the school will focus on the following areas of concern for the 2009-2010 school year:

1. Although the amount of students earning ten or more credits in their 1st, 2nd & 3rd years, increased there is still a notable gap between the school's lowest third for all three years. For example, 79.3% of students earned 10+ credits in their first year, while only 60.7% of the lowest third earned 10+ credits. The percentages are similar for all three years. We will need to further investigate the reasons for the gap by identifying the students in the lowest third and then formulating a plan to close this gap.
2. There was a significant decrease in the percentage of students in the lowest third earning a 75 or higher on the ELA and Math regents. Preliminary findings indicate that students who eared between a 65 – 74 were not retested for a higher grade unless they were seniors. Also there was a decrease in the percentage of high need students earning a regents diploma. Student transcripts will be reviewed to assess the deficiencies in order to formulate a plan.
3. Identify the area of needs that are impeding student success.
4. There will be a focus on the special education population. IEPs will need to be reviewed carefully to make certain that differentiated instructional techniques are implemented and that testing accommodations are in place.

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

GOAL #1

To develop teachers' expertise in the effective use of differentiated instructional strategies in order to expand their teaching repertoire. By June, 2010, 70% of teachers will demonstrate differentiated instructional strategies as evidenced by curriculum, observations, professional development, walkthroughs, and logs.

Rationale:

After conducting a needs assessment for content areas, Regents item analysis data indicated a need for differentiation of instruction. Therefore, the focus of this goal will be to improve differentiation of instruction in order to meet the needs of the varying levels of proficiency of all students.

GOAL #2

Expand participation in the inquiry process within our school community. By June, 2010, 90% of school staff will participate in the inquiry process within our school community as evidenced by monthly meeting documents.

Rationale:

After conducting a guidance needs assessment based on the 2009-10 Progress Report data, it was discovered that a gap existed between students in the lowest third and the rest of the population, earning ten or more credits. Therefore, the team decided to create multiple inquiry teams in order to expand the successes of the school-wide inquiry team.

GOAL #3

By June, 2010, beginning and intermediate level ESL students, completing all components of the Achieve 3000 program, will increase reading capacity by one grade level as evidenced by Achieve 3000 benchmark assessments.

Rationale:

After conducting an item analysis in the English and Social Studies Regents exams, we determined that ESL students need further support in reading and vocabulary skills.

GOAL #4

Review and revise our English curriculum to deepen coherency across multiple grades. By June, 2010, we will have reviewed and revised six out of eight levels of the English curriculum to deepen coherency across multiple grades, as evidenced by the updated curriculum.

Rationale:

Based on our English Regents item analysis, we found the need to revise our curriculum in order to reflect the skills that students must master for success on the English Regents throughout all grade levels.

GOAL #5

By June, 2010, 85% of teaching staff will enhance their technology skills as evidenced by the use of technology in the classroom and pre and post surveys of professional development technology training documents.

Rationale:

Based upon observations conducted by administration as well as the needs assessments of the content areas, it was decided that there should be a focus on technology in order to enhance student performance across the disciplines.

	<p>evidenced by monthly meeting documents.</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Formulation of a second Inquiry Team composed of Cabinet members. • Assistant Principals will activate the inquiry process in each of their academic departments. • Professional training for teachers on how to enhance their inquiry skills. • Utilize senior Inquiry Team members to build capacity in the academic departments on the process and the expected outcomes. • Through the use of high quality, standards-driven, inquiry-based instruction, we will prepare our students for continued success in higher academia by infusing technological and analytical skills to facilitate their development in all subject areas. • All students are challenged to expand their intellect and to develop the habits of inquiry, critical thinking, problem solving, research and presentation. The academically rigorous learning environment will emphasize the value of knowledge for its own intrinsic reward. • Students, teachers and parents will develop the ability to access and analyze information, to view the world through multiple perspectives, to make connections and see patterns across disciplines, and to imagine the unimaginable. • We will continue to collect data on our students' performance and we will continue to modify our instructional program to help our students improve. • We promote rigorous academic instruction based on collaborative work that has led to the development of students' academic goals for each subject taught. • Continue to expand ways to inform the parents and students about school expectations, graduation requirements and the NYS standards for student achievement in all subject areas. • Develop and expand a systemic approach to reporting interim programs. • Teachers will use the results of the periodic assessments to diagnose and set goals for each student. • Supervisors and teachers will use ARIS as a source of data to evaluate what students know and are able to do. • Teachers will work collaboratively by subject area teams to examine student work and data. They will engage in discussions of instruction and using data to inform their daily practices and planning. • Subgroups of department inquiry teams will target courses specific to bottom third students and a plan to support them.

<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>	<ul style="list-style-type: none"> • Title I • TL Children First • TL Data Specialist • Inquiry Team
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 90% of teachers and counselors will participate in the Inquiry process. • There will be an increase in the number of students who are involved in Academic Interventions. • There will be several inquiry teams within the school. Each team will have a unique focus but all teams will collaborate through the Cabinet Inquiry Team. • Sign-in sheets, minutes and agendas of Administrative and departmental inquiry teams • Walkthroughs will be used to observe the use of data in lessons • Observation reports should reflect the use of data for instructional planning • ARIS and Acuity assessments will be used to assess students' gains in ELA and • Math

Subject/Area (where relevant): English and ESL supported by content areas.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. Building reading capacity in the beginning and intermediate level ESL classes through the use of technology. By June, 2010, beginning and intermediate level ESL students, completing all components of the Achieve 3000 program, will increase reading capacity by one grade level as evidenced by Achieve 3000 benchmark assessments.</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>	<ul style="list-style-type: none"> • Individualized reading passages through Achieve 3000. • Teachers will incorporate library use/visits as part of their lessons. • Build vocabulary during reading comprehension activities. • In-class professional development provided by ICI specialist to model best practices. • Workshops provided by ICI and OELL will focus on procedures on how to organize the class in order to differentiate reading activities. • Alignment of curriculum to match the tasks on the ELA Regents and New York State Standards in the beginning and intermediate levels of ESL. • Classes will focus on academic rigor and reading for beginning and intermediate level ESL students.

	<ul style="list-style-type: none"> • Tutoring will be provided for students before, during, after school and on Saturdays to prepare students for academic rigor and reading. • Individualized benchmarks and learning plans will be developed based on results of the Achieve 3000 performance assessments. • Math, Science, Social Studies and Business Bilingual Content Area teachers will link their curriculum aims to ESL learning goals and develop common instructional goals and strategies. • Math, Science, Social Studies and Business Bilingual Content area teachers will vary approaches to incorporate ESL Methodology in their curriculum. • Teachers will modify the nature of the assignments to include repeating, paraphrasing, showing, slowing down, reading for a specific purpose, summarizing and note taking. • Teachers will use more visuals and graphic organizers such as flow charts, graphs, pictures and computer software. • Teachers will incorporate more audiovisuals such as videos/films, CD ROM and Smartboard in their lessons. • Teachers will use interactive strategies such as cooperative learning, small group and pairs and threes. • Teachers will use technology (Smartboard, web pages) to enhance literacy through the use of primary source documents and other historical artifacts.
<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>	<ul style="list-style-type: none"> • Title I • Title III • TL ELL Success Grant • C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • There will be an increase of one grade level in student scores on ACHIEVE 3000 benchmark assessments for beginning and intermediate level ESL students completing the program. • There will be a significant increase in tasks observed in ELL classes that require content area reading skills. • There will be an increase in student scores on ELL periodic assessments. • Walkthroughs and formal and informal observations of bilingual curriculum areas will show evidence of ESL Methodology and the use of technology
<p>Subject/Area (where relevant):</p>	<p>English supported by ESL and all content areas.</p>
<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p>4. To review and revise our English curriculum to deepen coherency across multiple grades.</p>

<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, we will have reviewed and revised our English curriculum to deepen coherency across multiple grades, as evidenced by the updated curriculum.</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>	<ul style="list-style-type: none"> • English teachers will meet as a curriculum committee, to vertically align the grades in order to address the needs of the students. • The committee will reflect, review and revise the necessary resources to execute the curriculum, i.e. curriculum frames, literary graphs and journal templates. • Assistant Principal of English and the Aussie consultant will meet with teachers to develop curriculum units that reflect effective literacy instructional strategies. • Teachers will meet during prep periods and Professional Development days. Teachers will create a binder for each grade level and they will add to the binder as curriculum units are revised. • All subject teachers will enhance their curriculum with reading and writing activities to develop vocabulary and reading comprehension. • All subject teachers will help students develop better reading skills through guided reading, read aloud, shared reading and independent reading. • All subject teachers will help students develop better writing skills through modeled writing, shared writing, guiding writing and independent writing activities. Some examples of the activities are journal writing, pre-writing charts and doubled-sided entry for note taking. • Subject teachers will enhance vertical curriculum planning through progressive goal setting and planning for all students to exceed state standards.
<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>	<ul style="list-style-type: none"> • Title I • C4E • TL Children First Funding • Fair Student Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 100% of English teachers will engage in curriculum mapping effort to vertically align curriculum in ELA with an emphasis on reading, writing, and literary analysis. • By June 2010, a binder of curriculum outlines and maps will be completed and available as a resource for teachers. • Review of all Acuity and I.T.A. Assessments • Review of E.L.A. Predictive exam data – November 09 • Review of Mock E.L.A. exam data • Review of Post E.L.A. students’ survey data – February 2010 • Instrument of Measure – N.Y.S. E.L.A. exam data

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Subject/Area (where relevant): All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5. By June, 2010, 85% of teaching staff will enhance their technology skills as evidenced by the use of technology in the classroom and pre and post survey documents from professional development technology trainings.</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>	<ul style="list-style-type: none"> • Increase use of Smartboard technology. • Differentiated instruction i.e. Achieve 3000. • Use of interactive individual devices for ongoing assessment of student learning. • Utilize library to expand use of technology in student learning and teacher planning. • Create on line resource guide for students and teachers that will include instructional internet resources such as Gizmos, Achieve 3000, Bridge to Algebra, and TeacherTube, • Use of technology for enhancing a multi-sensory approach to learning. • Incorporate interactive cross curriculum hands on student centered technological activities through extensive research by educational programs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I • TL ELL Success Incentive Grants • VATEA • TL Data Specialist • Inquiry Team • C4E

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- There will be a significant increase in the use of technology in all subjects (English, Math, Social Studies, Science and Business).
- There will be a significant increase in teachers involved with Technology PD.
- Laptops and smart board sign-in logs
- Formal and informal Observation
- Sign in sheets, agendas and minutes of professional development sessions
- Pre and post survey documents from professional development technology trainings.

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	100	158	71	19	122	4	1	2
10	50	110	63	15	85	1	0	n/a
11	79	42	28	13	28	1	1	n/a
12	14	82	14	3	35	1	0	n/a

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>We provide double period intervention class using Ramp-up Methodology. ESL Students and ELA students in Regents year are placed in the Saturday Academy Program. ELA, ESL and NLA teachers use Shared Inquiry Methodology as well as QTEL strategies in order to help the students. ESL classes are currently using Achieve 3000, a reading intervention program.</p>
<p>Mathematics:</p>	<p>We offer double period Math classes for incoming freshman that scored 1 and/or 2 in math 8th grade test. Students are programmed for Regents preparation classes for Math B, Integrated Algebra and Geometry regents Exams. Math tutoring is held during the day. The Math Center small group instruction and peer tutoring meets after school. Additional Math support is offered during Saturday Tutoring Academy.</p>
<p>Science:</p>	<p>We offered Regents preparation classes for students that failed Earth Science and Living Environment regents exams. There are ongoing make-up lab sessions to comply with NYS Science Lab mandates. We have tutoring sessions for struggling students during the school day and Saturday Academy.</p>
<p>Social Studies:</p>	<p>The students are given support through tutoring during teacher professional periods and English Language Learner support through the English Language Learner Grant. Students of special needs receive services in resource room and with Collaborative Team Teaching. Students are also given support through an academic intervention team and all students that are scheduled to receive standardized testing are given a personalized education plan. This plan allows the students to set goals and benchmarks for themselves and receive skill and content development for the regents. The assistant principal personally gives the packet to the student and helps them plan out their review for the examination.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance Counselors meet with students individually to review annual goals and progress issues that impact academic performance. Students are enrolled in extended day programs and summer school to promote credit accumulation. Students are also referred to Saturday and after school tutoring.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The psychologist meets with students individually to review annual goals, expectations and progress issues that impact academic performance. Students are referred to Saturday and after school tutoring. Students discuss personal problems with the psychologist and are referred to different agencies if necessary. Students' present condition is evaluated.</p>

At-risk Services Provided by the Social Worker:	Case worker is assigned to school on a case-by-case basis and provides support to students at risk.
At-risk Health-related Services:	School Nurse is on site in Room 119B.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) –

LANGUAGE ALLOCATION POLICY 2009-2010

The High School for Arts & Business opened its doors in September of 1997. It was created to provide the youngsters in the Jackson Heights, East Elmhurst, Elmhurst, Middle Village and Corona neighborhoods with a comprehensive high school with a special focus in the areas of the arts and business. Our school is designed to ideally accommodate under 700 students, a configuration that studies have shown provides the best learning community for students. The High School for Arts and Business is an educational option school that prioritizes students zoned for Newtown High School. Therefore, we encourage students to apply to our school who are interested in and/or talented in the arts or business areas. Students who are English Language Learners and could benefit from the comprehensive programs that focus on Bilingual and ESL instruction or a small school setting are also encouraged to apply.

The High School for Arts & Business is located in Corona, a section of Queens that is one of the most ethnically diverse in the world. Corona borders on Elmhurst which was featured in a National Geographic magazine article as a community that is the most culturally diverse in the nation. As a result, our student population reflects that diversity. Upwards of forty percent of our student population consists of recently arrived young people or first generation youngsters whose backgrounds are from Colombia, Ecuador, the Dominican Republic, Mexico, Bangladesh, Philippines, China, Korea, Pakistan and India, with 81.8% Hispanic, 6.7% Black, 2.7% White and 7.3% Asian. This large immigrant population necessitates comprehensive programs in Bilingual and ESL education and staff licensed in these areas. 100% of our students are eligible for free lunch, with a 56 % female population and a 44% male population.

The HSAB staff is comprised of 5 administrators, 49 teachers, 1 Math Coach, 1 Parent Coordinator, 1 Educational Para, 10 school aides, 3 guidance counselors, 1 SPARK counselor and 4 secretaries. Of the teachers permanently assigned to the High School for Arts and Business, 100% are fully licensed and 88.2% have been teaching more than 5 years. The intimate family-like atmosphere at the High School for Arts and Business creates a sense of community, eliminates student anonymity and promotes student support. As have all New York City's high schools, our teachers are involved in ongoing professional development to hone skills that are needed in our programs to help them meet the needs of our students.

The High School for Arts and Business offers a complete and comprehensive menu of courses in all academic areas. All of our instructional programs are aligned with the New York State Learning Standards. We have implemented the infusion of a literature based curriculum that focuses on the four language arts

skills in all ESL and English classes. Courses in Playwriting, Journalism and Layout give students an important creative focus to hone their literacy skills. Sequences in Math B, Integrated Algebra, Geometry and Calculus courses have led the expansion of the mathematics program. Living Environment, Environmental Science, Earth Science, Chemistry and Physics classes are growing in the sciences.

The High School for Arts and Business has assembled a number of viable committees consisting of educators, parents and students all interested in designing and embracing programs that support student learning. Our school tone remains positive and is highlighted by a collaborative staff and the active involvement of parents, teachers and community members. Teachers are actively involved in writing new curricula, instruction and interdisciplinary lessons that are aligned with the NYS Learning Standards and the special needs of our students. The combined resources found in Tax Levy, Title I, C4E, PCEN and Title III/Part 154 funding will enable our school to satisfy the goals we have set for ourselves during the 2009-2010 school year.

The High School for Arts and Business is committed to providing the necessary academic interventions to ensure academic success for all our English language learners. The following programs are offered throughout the academic year to provide the necessary academic support to each of our students. There were 785 students enrolled at the High School for Arts and Business on October 7, 2009. Of that number, 113 of them are English Language Learners and are entitled to services. They represent 14% of our population. 88% of our English Language Learners' primary language is Spanish. The other 12% of our English Language Learners' primary language include Mandarin, Hebrew, Pashto, Tibetan, Chinese, Bengali, Punjabi and Portuguese. Under Part 154, our students will continue to receive the requisite number of periods in ESL classes. To serve these students optimally, the creation of consecutive class periods is programmed into the school's matrix to assist ELLs in meeting and exceeding standards, including passing the English Regents at Mastery level of 3 or 4. Students scoring below 65 are programmed into double-period Regents Review classes, which provide students with more time-on-task. Furthermore, ELLs at proficiency levels 1 and 2 will participate in a triple-period ESL skills block. All entitled students receive three periods of ESL instruction per day at the beginning levels and two periods per day at the intermediate levels. Students at the advanced level receive one period of ESL instruction and one period of English instruction.

Every spring, Assistant Principals of Guidance and ESL, a NLA teacher, an ESL teacher, a Special Education teacher and guidance counselors will visit all of our major feeder schools to meet the incoming ELLs. We administer a placement exam to tentatively program all incoming students. The feeder school will provide us information about parent selection as well as any other critical information needed to enable the students to have a successful transition into high school. These tentative programs are reevaluated once the NYSESLAT results are posted in September. Program changes are submitted to the guidance counselors by the ESL coordinator and AP of ESL in September based on the NYSESLAT scores

With an acute awareness of the divergent literacy and academic needs of English Language Learners, we have developed a structured and effective admissions policy (see attached) that outlines the careful assessment and placement of list notice and over-the-counter ELLs into our school. In order to service the SIFE population, we have a plan in place to promote a challenging, rigorous, culturally relevant and linguistically sensitive educational program for these students. Our SIFE students, once identified, will be assessed through a uniform diagnostic test to identify their literacy and academic needs. We would assess these

students using the ELL Periodic Assessments, which will assess their literacy and math levels. It also identifies areas of weakness that can be addressed. We will also use the Achieve 3000 benchmark assessment to assess their reading. The system is also beneficial in helping us to monitor their progress. SIFE students will be placed in the appropriate level sequence to allow these students to have more time on task in the development of their language skills. In addition, any available data on the performance of these students on NYS Regents examinations and NYSESLAT will serve to target areas in need of improvement and be used for instructional planning. NYSESLAT results are reviewed by the ESL coordinator and A.P. of E.S.L. when the scores are released in the fall. Students' programs will be revised to meet the NYS C.R. 154 mandated number of units of instructional support for ELLs based on their NYSESLAT scores and parental selection.

We also have an additional ELL Parent Orientation for all our incoming ELLs from junior high school during freshman orientation. Parents are welcomed by the administration as well as the ESL coordinator to the school. Graduation requirements are discussed and they have a chance to watch the parental selection video and ask questions about the programs available at our school. Information about NYSESLAT is also provided. In addition, parents will fill out a parent selection form to verify their selection for the upcoming academic year. Students are programmed according to the parent selection letter completed during orientation.

Our Transitional Bilingual Instructional Program consists of 36 students (4.8% of our population), while 58 students (7.6% of our population) have been placed in our Freestanding English as a Second Language Instruction. In the past year, more parents have opted for the Freestanding English as a Second Language versus our Transitional Instructional Program. According to the BESIS survey in 2006-2007, 57% opted for Bilingual while 43% opted for ESL only. In 2007-2008, 54% opted for Bilingual while 46% opted for ESL only. In 2008-2009 42% opted for Bilingual while 58% opted for ESL only. In 2009-2010 38% of students opted for Bilingual while 62% opted for ESL only. Our programs are aligned to parental options and are directly tied into programming decisions such as number of bilingual sections offered in content areas. Although this year, more parents opted for ESL only classes, we continue to support these students, as our ESL teachers collaborate with content area teachers in order to support what the students are doing in the content area classes.

Our bilingual program in the content area consists of bilingual classes in science, social studies and math. Bilingual content area teachers receive ongoing support and guidance to successfully integrate bilingual/ESL strategies into their lessons, moving students toward proficiency in the target language. At the beginning of each term, classroom teachers review NYSESLAT results and design instruction according to language needs. For beginners, 60% native language and 40% English, for intermediate, 50% native language and 50% English, for advanced, 60% English and 40% native language, with the English increasing throughout the semester.

Students taking Regents Exams in content areas are provided the exams in both English and their native language. Students then choose which language they would prefer to take the exam in. After analyzing the 2008-2009 Regents results in Comprehensive English, Living Environment, Global History and Geography and US History and Government, 83% of our ELLs passed the English Regents. 43% of ELLs who took Global History and Geography in English passed while 59% of ELLs who took it in their native language passed. In US History and Government, 94% of the ELLs who took it in English passed and 93%

of ELLs who took it in their native language passed. In Living Environment, 37% percent of ELLs who took the exams in English passed while 56% of ELLs who took in their native language passed.

In addition to receiving ESL services, our ELLs receive challenging, rigorous academic instruction in their native language. Students in Native Language Spanish classes sit for the Advanced Placement Spanish Language and Composition exam in their third year as well as the Advanced Placement in Spanish Literature and Composition exam in their fourth year. It is our belief, and research shows, that challenging students in their native language will strengthen their second language as well. Our ELLs are very successful on these exams. As this is usually the first Advanced Placement course that they take in our school, we find that their success motivates them to take other AP classes. This allows them to have a college experience while still in High School. We have also found that because students are analyzing literature in their Native Language class, they can transfer the skills and many of the terms to their English Literature classes. This strengthens students' academic learning in both the native class and English class.

Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ESL taught by licensed ESL teachers. Newcomers who are placed in beginner classes receive three-periods of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom. Through Title III and other appropriate funding sources, newcomers are encouraged to attend daily tutoring and Saturday Academy.

Our instructional and programming protocol assists students who are holdovers, receive special education services, and need support in the four language modalities alike. Since the majority of our students for whom we have requested an extension of services are in need of support in the areas of listening, reading and writing, the extended, consecutive class time provides them with more time-on-task and individual attention from the teacher.

Analysis of data shows that only 4.4% of our ELLs are considered proficient in reading and writing and 38% scored at the intermediate level for the sub-group of reading and writing, therefore our instruction is planned in order to meet these needs. In analyzing the groups per grade, we found that the 9th graders need additional support for reading and writing as 54% are intermediates and only 29% are advanced. This cohort also has the largest percentage of ELLs considered to be beginners in reading and writing. Our 12th graders need additional support with listening and speaking as only 29% are proficient which is below the school average. Extra support in reading/writing may help our advanced students achieve proficiency. According to our Spring 2008-2009 ELL Periodic Assessments, 80% of our ELLs scored in the 70-100% range. The area of weakness was consistent with our NYSESLAT results in that reading came up as the weakest modality out of the three modalities tested on the ELL Periodic Assessment.

Once long-term ELLs are identified and an extension of services is requested, these students are supported both academically and socially in an effort to help them transition into the mainstream. Teachers integrate NYSELSAT preparation into regular instruction, and our course of study for advanced ESL students includes challenging material and activities across all four language modalities. In addition, students who have failed the Regents examination are placed into literature-based Regents review classes and registered for Saturday Academy, attendance at which is factored into final grades. Our Regents review classes are

structured according to the skills tested on the ELA Regents and, therefore, the instructional planning places listening, reading and writing at the forefront of the curriculum. Finally, students have the opportunity to participate in co-curricular and extra-curricular activities, such as the Repertorio Español and trips to the theater to experience performances in English and Spanish. This important component in the curriculum provides students a social context in which to improve their skills in authentic language settings.

ELLs who require more than four years to graduate receive special attention from our guidance counselors, LAB/BESIS coordinator and Assistant Principals who work collaboratively together to create an individualized plan of action in order to assist students in credit accumulation and passing the Regents exams required to graduate. These students are placed in Regents Review classes as well as our Saturday Academy. Required services and support will correspond to ELL's ages and grade levels.

Our school has worked with the Great Books Foundation to implement a literacy program for our English language learners. Our level one and level three ESL students are active participants in the Inquiry Reading Process. This process has been designed to provide students with strategies to better understand complex readings. Our advanced ESL students (level 5 and up) are actively participating in utilizing the Shared Inquiry Method. This method is a strong, inquiry-based language arts program that combines interpretive discussion and activities with outstanding literature to help all students to learn to read for meaning and think critically. The U.S. Department of Education has evaluated the Shared Inquiry Method to be an effective program to improve literacy skills. An integral part of this method involves careful listening and discussion based on students' comments related to the text and writing before, during and after the reading. In this way, Inquiry Reading and Shared Inquiry support students in their listening, reading and writing development. Our school is currently working with an Aussie Consultant whose focus is on differentiated instructional strategies in the classroom. This year students will be using Achieve 3000 in their classes, a program that focuses on improving reading levels through differentiated instruction.

We were also awarded a technology Title IID grant and the Learning Technology Grant which has allowed for our ESL students to simultaneously learn English and computer skills such as PowerPoint, Blogging, and Podcasting. Last year we were recipients of the ESL Success Grant, which allowed us to purchase Achieve 3000, an intervention reading program that differentiates instruction for students, helping them to improve their reading grade levels. This year we were the recipients of the Long Term ELL/SIFE grant, which will allow us to fund the work that we started with the ESL Success Grant as well as allow us to purchase intervention software for writing.

Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Academy, which will be conducted from November to June, consists of four bilingual classes for a maximum of 20 students per class, for fifteen 4-hour Saturday sessions (8:30-12:30). Classes that are offered include ESL and bilingual Math, Earth Science, Living Environment, Global History and Geography, and American History. The classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and science, with a preference given to the very same classroom teachers of these students. English Language

Learners who are programmed for Regents review classes are automatically registered for Saturday Academy, where they can improve their listening, speaking, reading and writing skills. Through the ESL Success Grant and LTE grant, we will be able to offer after-school instructional sessions as well.

Our ELLs who receive special education services and our holdovers benefit from Saturday Academy through more time on task and support in completing their class assignments. Moreover, our ESL teachers communicate regularly with our resource room and CTT teachers about individual student progress.

The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers.

The textbooks and materials for use in this ELL Saturday Academy focus on materials such as Kaplan preparation materials for the ELA, Global Studies and Living Environment and Prentice Hall supplemental Spanish Language materials for the Integrated Algebra courses, NextText Books, Upfront Magazine and bilingual glossaries. The Saturday Academy teachers have been trained in Q-Tel and/or SIOP model, both of which are research-based instructional programs.

After our ELLs have reached proficiency on the NYSESLAT, we continue to provide transitional support by providing the necessary testing accommodations for the requisite amount of time as per New York State Regulations. Our ESL Success Grant study group's target population last year was long term ELLs who were 9th grade holdovers with difficulties in credit accumulation. We ascertained that their academic difficulties were due to their lack of knowledge of academic vocabulary and language. Interdisciplinary meetings took place with the content area teachers in social studies and science to discuss and implement vocabulary building strategies to help these students across the curriculum. ESL teachers collaborated with content area teachers and "pushed in" to their classrooms in order to support students in deconstructing the academic language of textbooks and primary source documents. In addition, as a result of their findings, we implemented schools wide strategies such as "Word of the Day" and "Word Walls".

We involve parents in the effort to help ESL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs as described above. Orientation is ongoing throughout the fall and spring semesters to apprise incoming parents and students of the regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, financial aid for college, graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners. As part of Title III funds, parents also participate in the ESL Saturday class. During these classes, parents work with teachers to receive instruction in an adult ESL Saturday class which focuses on communication, citizenship and practical skills such as letter writing and filling out job applications. Parents of ELLs are also involved through the PTA and the School Leadership Team.

Professional Development is embedded into our school culture and philosophy. Because the majority of our student population are currently ELLs or former ELLs, we find that it is important for our entire staff to participate in training that will help to support ELLs. Many of our teachers are QTEL trained. Our teachers and assistant principals have participated in workshops offered by the Office of English Language Learners such as the Dual Language Planning Institute, Dual Language Symposium, and several other workshops that support Native Language Arts and content area instruction. In addition, our ESL, Bilingual and content area teachers of ELLs have attended workshops sponsored by BETAC including workshops that focus on Regents Preparation for ELLs. We will continue to train all of our teachers in the 7 ½ hour professional development of ELL training.

We have implemented numerous programs this academic year to ensure the academic success of each of our English language learners. We are confident our programs will support our students to develop the listening, speaking, reading and writing skills necessary to meet the State standards for ESL.

Ms. Ana R. Zambrano-Burakov, Principal

Date

Identification and Placement Over the Counter Admissions

- 1) All newly admitted students will be referred to the LAB/BESIS coordinator for eligibility screening.
- 2) LAB/BESIS coordinator and ESL teacher, Ms. Yoon Lee, will assist the parents to complete the HLIS. An oral interview will be conducted in English/native language at the time of completing the HLIS. Translators will be available or the Department of Education translation services will be utilized. If a newly arrived student is eligible for LAB-R testing, the LAB/BESIS coordinator will conduct an individual parent orientation to inform them of their parental options. The video presentation will be given in their home language and they will be given assistance to complete the form as needed. They are given the opportunity to ask questions with the assistance of translators. We encourage parents to complete the form as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation.
- 3) The student will be scheduled for the LAB-R test within the ten school days and in the interim the student will be placed in an age-appropriate class until the LAB-R hand scores are known.
- 4) Student will be placed in an appropriate ESL class once the LAB-R scores are known based upon parental selection.
- 5) If the student is known to the NYC Department of Education, the LAB/BESIS coordinator will check the student's exam records to verify the student's entitlement status and NYSESLAT scores.
- 6) If the student is entitled, the LAB/BESIS coordinator will contact the parents to inform them of the results of the LAB-R and to verify their parent selection. The entitlement letter is given to the student and mailed out as well.
- 7) The student will be given a placement test and placed in an appropriate ESL based on his/her NYSESLAT/LAB-R score, placement test and age. This determination will be made by the AP of ESL.

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 24	School HS for Arts & Business
Principal Ana R. Zambrano–Burakov	Assistant Principal Evelyn Acosta
Coach Anais Cocco	Coach NA
Teacher/Subject Area Yoon Lee, ESL	Guidance Counselor Marina Reynoso
Teacher/Subject Area Claudia Velarde, Social Studies	Parent Bertha Rangel
Teacher/Subject Area William Renteria, Science	Parent Coordinator Cira Herrera
Related Service Provider NA	SAF NA
Network Leader Vivian Selenikas	Other Maria Rodriguez

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	4	Number of Certified NLA/FL Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	785	Total Number of ELLs	113	ELLs as Share of Total Student Population (%)	14.39%
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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	11	8	7	46
Chinese	1	2	0	1	4
Russian	1	0	0	0	1
Bengali	0	1	0	1	2
Urdu	0	0	0	0	0
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	1	0	0	1
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	3	1	1	0	5
TOTAL	25	16	9	9	59

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	3	0	1	11
Intermediate(I)	25	9	8	3	45
Advanced (A)	16	17	11	13	57
Total	48	29	19	17	113

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	3	0	0	0
	I	7	5	2	2
	A	18	10	6	10
	P	20	14	11	5
READING/WRITING	B	6	3	0	1
	I	26	8	7	3
	A	14	17	11	12
	P	2	1	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	35	0	29	0
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment	54	25	20	14
Physics				
Global History and Geography	14	17	6	10
US History and Government	16	14	15	13
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)	12	7	5	5				
Chinese Reading Test	0	0	0	0				

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)
Evelyn Acosta	Assistant Principal		
Cira Herrera	Parent Coordinator		
Yoon Lee	ESL Teacher		
Bertha Rangel	Parent		
Claudia Velarde/Social St	Teacher/Subject Area		
William Renteria/Science	Teacher/Subject Area		
Anais Cocco	Coach		
NA	Coach		
Marina Reynoso	Guidance Counselor		

NA	School Achievement Facilitator		
Vivian Selenikas	Network Leader		
Maria Rodriguez	Other		
Stephen Goodman	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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) 9-12 Number of Students to be Served: 785 LEP 113 Non-LEP 672

Number of Teachers 50 Other Staff (Specify) Administration, Parent Coordinator, Guidance Counselors

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.

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

School Year 2008-2009

Form TIII – A (1) (a)

Region ISC16 CSD

24 School Building Q550 (HSAB)

Grade Level(s) 9-12 Number of Students to be Served: 785 LEP 113 Non-LEP 663

Number of Teachers: 50

Other Staff: Administration, Parent Coordinator, Guidance Counselor

**School Building Instructional Program/Professional Development
Overview
Title III, Part A LEP Program**

School Description

The High School for Arts & Business opened its doors in September of 1997. It was created to provide the youngsters in the Jackson Heights, East Elmhurst, Elmhurst, Middle Village and Corona neighborhoods with a comprehensive high school with a special focus in the areas of the arts and business. Our school is designed to ideally accommodate fewer than 700 students; a configuration that studies have shown provides the best learning community for students. The High School for Arts and Business is an educational option school that prioritizes students zoned for Newtown High School. Therefore, we encourage students to apply to our school who are interested in and/or talented in the arts or business areas. Students who are English Language Learners and could benefit from the comprehensive programs that focus on Bilingual and ESL instruction or a small school setting are also encouraged to apply.

The High School for Arts & Business is located in Corona, a section of Queens that is one of the most ethnically diverse in the world. Corona borders on Elmhurst which was featured in a National Geographic magazine article as a community that is the most culturally diverse in the nation. As a result, our student population reflects that diversity. Upwards of forty percent of our student population consists of recently arrived young people or first generation youngsters whose backgrounds are from Colombia, Ecuador, the Dominican Republic, Mexico, Bangladesh, Philippines, China, Korea, Pakistan and India, with 81.8% Hispanic, 6.7% Black, 2.7% White and 7.3% Asian. This large immigrant population necessitates comprehensive programs in Bilingual and ESL education and staff licensed in these areas. 100% of our students are eligible for free lunch, with a 56 % female population and a 44% male population.

The HSAB staff is comprised of 5 administrators, 51 teachers, 1 Math Coach, 1 Parent Coordinator, 10 school aides, 3 guidance counselors, 1 SPARK counselor and 4 secretaries. Of the teachers permanently assigned to the High School for Arts and Business, 100% are fully licensed and 88.2% have been teaching

more than 5 years. The intimate family-like atmosphere at the High School for Arts and Business creates a sense of community, eliminates student anonymity and promotes student support. As have all New York City's high schools, our teachers are involved in ongoing professional development in numeracy and in literacy to hone skills that are needed in our programs to help them meet the needs of our students.

The High School for Arts and Business offers a complete and comprehensive menu of courses in all academic areas. All of our instructional programs are aligned with the New York State Learning Standards. We have implemented the infusion of a literature based curriculum that focuses on the four language arts skills in all ESL and English classes. Courses in journalism and layout give students an important creative focus to hone their literacy skills. Struggling Level 1 students in mathematics are given extra support in two full periods of integrated Algebra in the 9th grade. In 10th grade students who are still struggling are programmed for 2 periods of Math.

The High School for Arts and Business has assembled a number of viable committees consisting of educators, parents and students all interested in designing and embracing programs that support student learning. Our school tone remains positive and is highlighted by a collaborative staff and the active involvement of parents, teachers and community members. Teachers are actively involved in writing new curricula, instruction and interdisciplinary lessons that are aligned with the NYS Learning Standards and the special needs of our students. The combined resources found in Tax Levy, Title I, PCEN and Title III/Part 154 funding will enable our school to satisfy the goals we've set for ourselves during the 2009-2010 school year.

The ELL population for the 2009-2010 school year is projected to be 113 out of the approximately 785 students in our school. The High School for Arts and Business is currently implementing the Part 154 requirements by offering a bilingual program in Spanish, and ESL program and a Spanish Native Language Arts program to our students. Our bilingual program in the content area consists of bilingual classes in science, social studies and math. The Native Language Arts program, which is aligned with current New York State Native Language Arts standards, provides students the opportunity to earn credit for certified previous instruction in Spanish. We offer four classes of Native Language Arts. In addition, we offer a drama

class, two Advanced Placement Spanish Language classes (culminating in the AP Spanish Language exam) and one AP Spanish Literature class (taught by the Principal) to students as third and fourth-year native language arts.

Under Part 154, our students will continue to receive the requisite number of periods in ESL classes and, in the case of students at advanced levels, a literature component. To serve these students optimally, the creation of consecutive class periods is programmed into the school's matrix to assist ELLs in meeting and exceeding the standards, including passing the English Regents at mastery level of 3 or 4. Students in Advanced ESL levels 5 and above are programmed according to their performance on the January administration of the ELA Regents. Students scoring below 65 are programmed into double-period Regents review classes, which provide students with more time on-task. Furthermore, ELLs at proficiency levels 1 and 2 will participate in a triple-period ESL skills block. All entitled students receive three periods of ESL instruction per day at the beginning levels (a 1 and 2) and two periods per day at the intermediate levels (3 and 4). Students at the advanced level receive one period of ESL instruction and one period of English instruction by a licensed English teacher. Overall, students' NYSESLAT scores serve as the basis for class placement.

Instructional Program

Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Saturday Academy, which will be conducted from November to May, consists of four bilingual classes for a maximum of 20 students per class, for fifteen 4-hour Saturday sessions (8:30-12:30). Classes that are offered include math, ELA, Living Environment, and Global History and Geography and the classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and living environment, with a preference given to the very same classroom teachers of these students.

The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our

AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers.

The textbooks and materials for use in this ELL Saturday Academy focus on materials such as Kaplan preparation materials for the ELA, Global Studies and Living Environment and Prentice Hall supplemental Spanish Language materials for the Integrated Algebra courses. The Saturday Academy teachers have been trained in Q-Tel and/or SIOP model, both of which are research-based instructional programs.

Professional Development

The High School for Arts and Business is a multi-session New York City high school. Therefore, all professional development at HSAB is conducted during faculty conferences, department conferences, Professional Development days and during after-school workshops. Title III funds will continue to be utilized to provide 3 two-hour sessions of professional development workshops after school to provide an intensive opportunity to improve teaching through the codifying, dissemination and sharing of best practices.

Some of these workshops are:

- Differentiating Instruction for Learning Styles (Aussie Consultant)
- Scaffolding Techniques for ELLs
- Using Data to Drive Instruction in the Classroom
- Creating and Maintaining a Print-Rich Environment
- Fostering Accountable Talk in ESL and Bilingual Classrooms
- Utilizing Independent Reading Libraries
- Classroom Implications of the Language Allocation Policy
- Smart Board Training
- Collaborative and interdisciplinary work amongst ESL, ELA and NLA teachers
- Using Achieve 3000 in the classroom.

Due to the comprehensive and school-wide nature of this professional development program, as well as the fact that the professional development program will be shared by the Principal, Assistant Principals and Math Coach, ESL, NLA, bilingual content area and mainstream teachers will receive professional development that will have long-term and ongoing results. Significant evaluation in the form of written observations, informal observations and inter-visitations among teachers will codify the nature of the program's impact.

ESL and NLA teachers work collaboratively on an ongoing basis, aligning curriculum to provide students with rich, language and literature-based learning experiences that foster literacy in L1 and L2. Likewise, bilingual content area teachers receive ongoing support and guidance to successfully integrate bilingual/ESL strategies into their lessons, moving students toward proficiency in the target language.

Parent and Community Involvement

We involve parents in the effort to help ESL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs. The orientation informs parents of the Chancellor’s Regulations and provides an opportunity to view the parent video. Orientation is ongoing throughout the fall and spring semesters to apprise incoming parents and students of the regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, financial aid for college, graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners.

As part of Title III funds, parents also participate in the ESL Saturday class. For seven sessions parents work with teachers to receive instruction in an adult ESL Saturday class which focuses on communication and practical skills such as letter writing and filling out job applications.

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

School Year 2009-2010

Form TIII – A (1) (a)

Region Queens

CSD 24 School Building Q550 (HSAB)

Grade Level(s) 9-12 Number of Students to be Served: 785 LEP 113 Non-LEP 672

Number of Teachers 24 Other Staff (Specify) Administration; Parent Coordinator

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School District 24 Q
BEDS Code 342400011550

BUDGET NARRATIVE

For Title III Professional Development

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	Total: \$1197.12 Six two-hour professional development workshops after school at three teachers per workshop: (2 hours)(4 teachers)(3 workshops)(49.88)=\$1197.12
<i>Code 16 Support Staff Salaries</i>	N/A
<i>Code 40 Purchased Services</i>	N/A

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 45 Supplies and Materials</i>	Professional development supplies: \$400.00 (chart paper, markers, paper, test prep materials, visual texts)
<i>Code 46 Travel Expenses</i>	N/A

School District 24Q For Title III Professional Development
BEDS Code: 342400011550

<i>Code 80 Employee Benefits</i>	N/A
<i>Code 90 Indirect Cost</i>	N/A
<i>Code 49 BOCES Services</i>	N/A
<i>Code 30 Minor Remodeling</i>	N/A
<i>Code 20 Equipment</i>	N/A

School District 24Q

For Title III Instructional Program

BEDS Code 342400011550

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<p>Per-session totaling \$14,964.00 for bilingual tutoring in math, ELA, ESL, social studies and science (after-school and Saturday Academy, including fringes.)</p> <p>Saturday Academy: (3 teachers)(20 sessions)(3 hours)(49.88)=\$8978.40</p> <p>After-School Tutoring: (3 teachers)(40 sessions)(1hour)(49.88)= \$5985.60</p>
<i>Code 16 Support Staff Salaries</i>	N/A

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 40 Purchased Services</i>	N/A
<i>Code 45 Supplies and Materials</i>	\$1291.00 Bilingual/ESL dictionaries; chart paper, visual texts, realia, markers, test prep materials; books
<i>Code 46 Travel Expenses</i>	N/A

School District 24Q
BEDS Code 342400011550

For Title III Instructional Program

<i>Code 80 Employee Benefits</i>	N/A
<i>Code 90 Indirect Cost</i>	N/A
<i>Code 49 BOCES Services</i>	N/A
<i>Code 30 Minor Remodeling</i>	N/A

<i>Code 20</i>	
<i>Equipment</i>	N/A

School District 24Q
BEDS Code 342400011550

For Title III Parent Community Involvement

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	\$1047.48 Parent Workshops (1 teacher)(7 sessions)(3 hours)(49.88)
<i>Code 16 Support Staff Salaries</i>	N/A
<i>Code 40 Purchased Services</i>	Refreshments for Parent Workshops \$1200.00

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 45 Supplies and Materials</i>	\$400.00 General supplies: Chart paper, markers, paper, stationery, test prep materials, workbooks
<i>Code 46 Travel Expenses</i>	\$100 Metro Cards for Parents

24 Q For Title III Parent Community Involvement

<i>Code 80 Employee Benefits</i>	<i>N/A</i>
<i>Code 90 Indirect Cost</i>	<i>N/A</i>
<i>Code 49 BOCES Services</i>	<i>N/A</i>

BEDS Code 342400011550

<i>Code 30</i> Minor Remodeling	N/A
<i>Code 20</i> Equipment	N/A

Form TIII – A (1)(b)

CSD 24Q School Building H.S Arts and Business

**Title III, LEP Program 2009-10
School Building Budget Summary**

Category	Proposed Expenditure
Code 15 – Professional Salaries	
Instructional	\$ 14,964.00
Professional Development	\$ 1,197.12
Parent/Com. Involvement	\$ 1,047.48

Total Code 15		\$ 17,208.60
Code 40- Purchased Services		
Instructional		
Professional Development		
Parent/Com. Involvement	Total	\$1200.00
Code 45		\$1200.00
Code 45 – Supplies and Materials		
Instructional		
Professional Development		\$ 1291.40
Parent/Com. Involvement	Total	\$ 400.00
Code 45		\$ 400.00
		\$ 2091.40
Code 46—Travel Expenses		
Instructional		
Professional Development		
Parent/Com. Involvement	Total	
Code		\$100.00
		\$100.00
School Budget Summary Total		\$ 20,600.00

**Title III, Immigrant Program
Budget Summary - Only Selected Schools**

Category	Proposed Expenditure

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.

We reviewed our parent outreach needs with the School Leadership Team, parents at Freshman Orientation, parents at PTA meetings and at Cabinet and Faculty Meetings. All translations are reviewed for accuracy by our bilingual staff.

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.

Major findings include the need to have more frequent contact in our major language, (Spanish) with parents regarding their children's interim academic progress. Due to the high-low income population of our school, it is critical to provide immediate oral translation, given the sacrifices of parents to visit the school, often without an appointment, to assess their child's academic progress.

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.

Translation services will be provided on an as-needed basis through translated written communications using translation websites and bilingual staff members. Translation services will be two-way, from teachers to parents and from parents to teachers.

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.

Oral translation services will be provided by the DOE Translation Unit and designated school staff, including bilingual parent coordinator.

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>.

School has posted signs conspicuously in the lobby indicating translation services are available through staff and DOE.

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:	440,780	39443	480,223
2. Enter the anticipated 1% set-aside for Parent Involvement:	4802		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		0	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24011		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		0	
6. Enter the anticipated 10% set-aside for Professional Development:	48022		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____91.3_____
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.

In order to address our need to achieve 100% high quality teachers, we are providing professional development for the non-high quality teacher. We are also allocating funds in our budget to pay for missing requirements.

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.

SCHOOL-PARENT INVOLVEMENT POLICY 2009-2010

The High School for Arts & Business and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), met and agreed that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards.

School Responsibilities

The High School for Arts & Business will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - Provide an academic program that is rigorous and challenging and provide an accelerated math and science program
 - Provide intercession and after-school enrichment programs for students
 - Communicate with families on an on-going basis regarding the students’ academic progress
 - Implement a homework program that emphasizes meaningful Practice of instructional content in all content areas
 - Form and support alliances with parents/guardians in the

governance of the school

- **Hold parent-teacher conferences on these dates:**
October 29, 2009 evening October 30, 2009 afternoon
March 18, 2010 evening March 19, 2010 afternoon
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - **Fall Term Report Cards issued for 3 marking periods**
 - **Spring Term Report Cards issued for 3 marking periods**
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - **Staff is always available to consult with parents, either by phone or in person. Parents may call school, leave message for teachers and teachers will return the call as soon as possible.**

Parent Responsibilities

We, as parents, will support our children's learning by making education a priority in our home in the following ways:

- **Making sure my child is on time and prepared everyday for school**
- **Monitoring attendance**
- **Talking with my child about his/her school activities everyday**
- **Scheduling daily homework time**
- **Providing an environment conducive for study**
- **Making sure that homework is completed**
- **Monitoring the amount of television my children watch**
- **Participating, as appropriate, in decisions relating to my children's education**
- **Promoting positive use of my child's extracurricular time**
- **Participating in school activities on a regular basis**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate**
- **Providing my child with a library card**
- **Communicating positive values and character traits, such as respect, hard work and responsibility**
- **Respecting the cultural differences of others**
- **Helping my child accept consequences for negative behavior**
- **Being aware of and following the rules and regulations of the school and district**
- **Supporting the school's discipline policy**
- **Express high expectations and offer praise and encouragement for achievement**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning- pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Follow the school's dress code
- Ask for help when we don't understand
- Do our homework every day and ask for help when we need to
- Study for tests and assignments
- Read at home with our parents
- Get adequate rest every night
- Use the library to get information and to find books that we enjoy reading
- Give parents or adult who is responsible for our welfare, all notices and information we receive at school every day

Meetings:

To accommodate our parents' work schedules our School Leadership Team and Parent Association meetings are scheduled in the evening hours with translation available for non-English speaking parents.

An annual meeting was held in September with parents of participating children to discuss the school Title 1 program and the types of services provided. The meeting informed them of the right to be involved in the program and offer opportunities for parent involvement.

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.

SCHOOL-PARENT COMPACT 2009-10

On September 17, 2009, the High School for Arts & Business and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), met and agreed that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-10.

School Responsibilities

The High School for Arts & Business will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Provide an academic program that is rigorous and challenging and provide an accelerated math and science program
 - Provide intercession and after-school enrichment programs for students
 - Communicate with families on an on-going basis regarding the student's academic progress
 - Implement a homework program that emphasizes meaningful practice of instructional content and writing in content areas
 - Form and support alliances with parents/guardians in the governance of the school
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

October 29, 2009 evening	October 30, 2009 afternoon
March 18, 2010 evening	March 19, 2010 afternoon
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Fall Term Report Cards issued for 3 marking periods
 - Spring Term Report Cards issued for 3 marking periods
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff is always available to consult with parents, either by phone or in person. Parents may call school, leave messages for teachers and teachers will return the call as soon as possible.

Parent Responsibilities

We, as parents, will support our children's learning by making education a priority in our home in the following ways:

- Making sure my child is on time and prepared everyday for school

- **Monitoring attendance**
- **Talking with my child about his/her school activities everyday**
- **Scheduling daily homework time**
- **Providing an environment conducive for study**
- **Making sure that homework is completed**
- **Monitoring the amount of television my children watch**
- **Participating, as appropriate, in decisions relating to my children's education**
- **Promoting positive use of my child's extracurricular time**
- **Participating in school activities on a regular basis**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate**
- **Providing my child with a library card**
- **Communicating positive values and character traits, such as respect, hard work and responsibility**
- **Respecting the cultural differences of others**
- **Helping my child accept consequences for negative behavior**
- **Being aware of and following the rules and regulations of the school and district**
- **Supporting the school's discipline policy**
- **Express high expectations and offer praise and encouragement for achievement**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- **Come to school ready to do our best and be the best**
- **Come to school with all the necessary tools of learning- pens, pencils, books, etc.**
- **Listen and follow directions**
- **Participate in class discussions and activities**
- **Be honest and respect the rights of others**
- **Follow the school's/class' rules of conduct**
- **Follow the school's dress code**
- **Ask for help when we don't understand**
- **Do our homework every day and ask for help when we need to**
- **Study for tests and assignments**
- **Read at home with our parents**
- **Get adequate rest every night**
- **Use the library to get information and to find books that we enjoy reading**
- **Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day**

Meetings:

To accommodate our parents' work schedules, our School Leadership Team and Parent Association meetings are scheduled in the evening hours with translation available for non-English speaking parents.

An annual meeting was held in September with parents of participating children to discuss the school Title 1 program and the types of services provided. The meeting informed them of the right to be involved in the program and offer opportunities for parent involvement.

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.

Our school utilizes both Scantron and Acuity as part of the Periodic Assessments conducted in our ELA and Math classes. The Data Specialist, Inquiry Team, Cabinet members, Math Coach, and Principal view the data and develop strategies according to the need assessed via these tools. We then examine students' individual goal settings and share these with classroom teachers, guidance counselors, parents and tutoring teachers during our Regents Review classes or classes held after school and on Saturdays. We also review previously taken Regents Examinations and study the Item Analysis in order to develop the necessary lessons to help students develop the sub skills needed to succeed in their required Regents Examinations.

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.

We provide students with additional learning time and opportunity to make up credit and advance in levels during Extended Day, After School, and Saturday Tutoring, as well as individualized tutoring available during the day. Our school is also very proud to help enrich the curriculum by providing accelerated classes, as well as Advanced Placement classes in 10 different subject areas. In order to address the need of students who are challenged in certain academic areas in our historically underserved populations, we provide Regents Review classes to assist them. In order to address the needs of all our

students, we also have a college counselor who provides assistance with college applications and career awareness. Our guidance staff also helps students, in particular the ones with academic needs, to identify the ones with an area of interest and develop interim and long term goals.

3. Instruction by highly qualified staff.

Our staff is, in its majority, highly qualified, and we take great pride in our interview process and our interest in working with colleges and student teachers who come to our school for support.

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.

Professional Development is on-going in order to help all our students achieve the state's academic standards. Professional Topics are included in all Faculty and Department Meetings in order to maximize teacher development and enable our students to benefit from the latest teaching strategies.

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

In order to attract high qualified teachers, we have connections with Hofstra University, Queens College, St. John's University, as well as many others. This helps us select teachers that we are interested in working with in the future. We have also been successful in working with teachers from the Fellows Program.

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

Our Parent Center is for the exclusive use of parents, in order to address their needs and provide support. The area has been designated for parents to come in with an open door policy and receive the support needed to overcome the academic challenges of their children, as well as family issues. A Resource Library will be available for parents. We are also offering Saturday ESL classes and we are adding a technology component with career development. This is in response to a suggestion from our Parent Executive Board.

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.

Teachers are actively involved in the administration and use of the Periodic Assessment, as well as the Regents Exams, ARIS and other assessments. The data that is then reviewed departmentally, and student goals are set individually in order to improve academic outcome. Our Data Specialist, Program Chairperson, and Department APs review the data and create tutoring schedules according to the individual needs of students. The data is then shared with the teachers who are providing tutoring, in order to individualize instruction from session to session.

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.

Students looking to excel throughout college level courses, such as A.P. courses, are receiving tutoring sessions as well as additional support through the REACH grant that will enable students to enhance their academic abilities.

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.

Through VTEA and Tax Levy funds, the school supports Career and Technical Education. Through this New York State CTE approved program, students experience the world of work through job shadowing and internship experiences.

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

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.

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.

1A.1- English and ESL teachers work collaboratively in order to study the finding. English and ESL teachers will work together in Department Conferences to discuss the Gaps in the Written Curriculum, Curriculum maps, Taught Curriculum and ELA materials.

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?

CURRICULUM MAPS- Our school has curriculum outlines. The outline determines what curriculum will be taught and indicates what students should be able to do at each grade level. ELA standards are addressed in each grade level. Our English/ESL department has been continuously collaborating in order to assess the works of literature in our curriculum and place them along the continuum where they are consistent with the skills that are being taught at that level. This year we will continue to work on our outlines by aligning the curriculum vertically.

TAUGHT CURRICULUM-Teachers do give opportunities for students to create written products, evidenced in all of our classes. Opportunities for spoken presentations which will support students, both mainstream and ELL, in listening and speaking skills are provided by using technology. Some examples include power point presentations for sharing research and podcasting. We have also worked with staff developers from organizations such as the Lehman Writing Project and Junior Great Books in order to develop strategies for the teaching the skills appropriate for each grade level. This year our English Department is working with an Aussie consultant that will further develop teachers on differentiated instructional practices in the classroom.

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.

Our school will not require additional support from central. Our Network leader and Support Specialists for ELA and ELLs will provide support in the redesigning of our ELA curriculum maps so that they become a comprehensive plan indicating what students should know and be able to do at each grade level.

We meet periodically to address the curriculum per grade level and set goals and skills for mastery at each grade level. We will also set protocols in place for monitoring progress. We will also address the incorporation of spoken presentations into our curriculum.

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.

All Math teachers in the school are familiar with New York State Mathematics Standard 3 (content and process strands), math core curriculum, textbooks, workbooks, review books, software and other resources and materials available. They are aware that students must become proficient with the skills of mathematics and become problems solvers through an integrated approach to teaching and learning Mathematics.

The strategies developed and used over the past few years to improve Mathematical thinking, to increase math credit accumulation and to increase Math Regents exams passing will continue to be used and new approaches will be identified and implemented. For instance, all incoming 9th graders in the 2008-2009 school year were programmed for Integrated Algebra in single and double periods of instruction, based on 8th grade NYS math test results. In the Fall 2009, the students that obtained 65% or higher in the Integrated Algebra regents in June 2009 were programmed for Geometry courses only. The students that obtained less than 65% in the Integrated Algebra Regents were programmed for an Integrated Algebra courses and a Geometry courses. These students will take the Integrated Algebra Regents in January 2010 for the second time and the Geometry regents in June 2010 for the first time. They will study Trigonometry and Algebra II in the 2010-2011 school year.

Some of the proven teaching practices include: (a) Delivery of instruction through the workshop model. (b) Use of manipulatives, visuals and technology and (3) Tapping into students prior knowledge.

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

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?

1B.3 Math Summary

Cohort Year	65% and Higher	55% to 64%	54% and lower
2006	86.3%	6%	3.6%
2007	89.5%	6.1%	0%
2008	87.6%	4.1%	4.8%
2009	88.6%	6%	2.7%
2010	83%*	11.3%	4%

*Before January and June 2010 administrations

Past performance on State Exams supports the schools findings. Results of these assessments indicate a high level of student engagement in mathematics classrooms in our school.

We will continue to:

- Communicate frequently and openly
- Correlate curriculum and lesson plans
- Administered on going interim assessments (Acuity) to make informed instructional decisions, to differentiate instruction and assess pedagogical needs and strengths of Math teachers.
- Continue to integrate technology lessons that help students meet the new standards.
- Continue to use manipulatives and visuals when appropriate
- Continue offer additional support for students and parents

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.

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.

English and ESL teachers work collaboratively in order to study the finding. English and ESL teachers work together in Department Conferences to discuss the delivery of instruction in ELA and ESL classes. We will continue to work with staff developers, Network leaders and Support Specialists in developing critical thinking lessons and unit plans in order to engage students in collaborative academic learning. We will also continue to meet as a department to work on how to differentiate instruction.

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

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?

Through Professional Development in the past four years, we have found that this trend is decreasing dramatically. Professional Development in QTEL, Shared inquiry and Lehman Writing have helped teachers develop strategies for engaging students in collaborative learning while engaging in highly academically focused critical thinking. We have used technology to hone critical thinking skills and produce work that is highly academic and has evidence of critical thinking. Examples of such technology includes: QUIA, Blogging, Podcasting and Powerpoint. This year we are working with an Aussie Consultant who will continue to work with teachers to develop effective differentiated instructional strategies and infuse them into the ELA curriculum.

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.

Continue to work with staff developers, network leaders and support specialists in developing critical thinking lessons and unit plans in order to engage students in collaborative academic learning. We will also continue to meet as a department to work on how to differentiate instruction to allow for independent seatwork.

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 school reviewed its instructional practice and determined that the majority of the mathematics instructors use instructional technology (ie laptops, software, SMART Boards, Graphing Calculators,)

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

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?

A review of math classes showed the use of instructional technology and sound instructional practices. This statement is supported by the fact that our students earn 8 credits in mathematics before they graduate from High School.

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.

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.

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.

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.

The NYS Report Card was analyzed, in addition to internal data, which includes teacher rosters.

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

Applicable 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?

Based on the NYS School Report Card, total teacher turnover rate is as follows: 16% for the 2004-05 school year and 13% for the 2005-06 school year. Based on the school's calculation by an analysis of the organization charts, the teacher turnover rate for the 2006-07 school year is 7.2% and for the 2007-08 school year is 9.6%.

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.

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.

Assistant Principals will work collaboratively with other departments in order to study the finding.

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

Applicable 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?

Teachers are made aware of professional development opportunities through the Office of English Language Learners, Learning Support Organization, BETAC as well as other Professional Development venues such as Junior Great Books and the Lehman Writing Project as well as QTEL training. Most of our teachers have taken advantage of one or more of these trainings. In addition, the faculty is given the mandated 7 ½ hour training for ELLs to our new teachers. This year ESL and ELA teachers will work collaboratively on curriculum and ESL teachers will attend PD on the use of Achieve 3000, an intervention reading program.

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.

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.

English and ESL teachers will work collaboratively with other departments in order to study the finding.

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

Applicable 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?

The faculty is given the mandated 7 ½ hour training for ELLs to our new teachers and NYSESLAT scores are disseminated to the Departments for discussions on implementations for instruction. Furthermore, Regents data is disaggregated in order to reflect progress of ELLs and allow departments to discuss implementations for discussion. We also renew review results from the ELL Periodic Assessments.

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.

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.

Key Finding 6 is not relevant to High School for Arts and Business. Our general education teachers, special education teachers and school administrators do have a sufficient understanding of and the capacity to fully implement a range of instructional approaches that help increase access to the general education curriculum and improve student performance. Classroom observations and professional development in the school have aided in the assessment of the relevance of Key Finding 6. Observations have proven that general education and special education teachers are capable of implementing these approaches and student improvement is evident. Professional Development is also dedicated to the expansion and growth of classroom approaches. Furthermore, the general education teachers in our school are familiar with the contents of the IEPs of their students with disabilities. Each semester, time during a faculty conference is committed to discussing the importance of IEPs and how they can help to guide classroom instruction for each student specifically. Also, the IEP Coordinator, along with the other members of the Special Education department continue to monitor the progress of the students with IEPs to ensure not only that the students are receiving the services they are entitled to, but also to ensure that they are making progress academically.

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

Applicable 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?

Our Special Education Department staff attends a variety of Professional Development Sessions both in the building, as well as other locations. This information is then shared with the general education teachers and the school administrators. In accordance with Chapter 408, each teacher and service provider is given an electronic copy of the IEPs of their students with disabilities. In addition to this, each teacher is given a list of the testing accommodations/modifications of their students for easy reference in the classroom. The IEP Coordinator also personally gives these materials to each applicable staff member and answers any questions that the staff may have.

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.

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.

A review of the IEPs at High School for Arts and Business reveal that they address the academic management needs of each student that are applicable to the classroom. The goals of the IEP and the objectives do align. We are a high school that offers Collaborative Team Teaching (CTT) and Special Education Teacher Support Services (SETSS), so we do not have students with a Modified Promotion Criteria. Our students are all promoted using the Standard Promotion Criteria. Finally, the mandated counselors at our school ensure that each of the students that they serve have behavioral goals that the students are to work on throughout the year. These goals are provided in their IEPs and progress reports for these goals are updated six times throughout the year. Many of our students demonstrate behavior that is age appropriate and therefore, a behavioral intervention plan is not usually necessary.

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

Applicable 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 IEP of each student with disabilities serves as evidence that this finding is not relevant to our school's educational program. Furthermore, classroom observations demonstrate that accommodations and/or modifications are being used in classroom instruction. Academic tasks as well as instruction are continually differentiated to ensure student progress and that both the strengths and weaknesses of each student are addressed.

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.

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.)

There is one student designated in Temporary Housing.

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

Student(s) will be provided with extensive guidance sessions. Student(s) are provided with instructional materials and individualized tutoring to help him/her succeed academically. Student(s) are provided with a metrocard for transportation to and from school.

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.