



# **THE HIGH SCHOOL FOR INNOVATION IN ADVERTISING AND MEDIA**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 18K617**

**ADDRESS: 1600 ROCKAWAY PARKWAY, ROOM 238, BROOKLYN, NY  
11236**

**TELEPHONE: (718) 290-8760**

**FAX: (718) 290-8766**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18K617      **SCHOOL NAME:** The HS for Innovation in Advertising & Media

**SCHOOL ADDRESS:** 1600 Rockaway Parkway, Room 238, Brooklyn, NY 11236

**SCHOOL TELEPHONE:** (718) 290-8760      **FAX:** (718) 290-8766

**SCHOOL CONTACT PERSON:** Adaleza Michelena      **EMAIL ADDRESS:** amichelena@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Otniel Rosario

**PRINCIPAL:** Adaleza Michelena

**UFT CHAPTER LEADER:** Michael Herman

**PARENTS' ASSOCIATION PRESIDENT:** Tonia Felder

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Vanessa Reid

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** NVPSO CFN 21

**NETWORK LEADER:** Janet Price

**SUPERINTENDENT:** Aimee Horowitz

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Stanley Alton	*Principal or Designee	
Michael Herman	*UFT Chapter Chairperson or Designee	
Tonia Felder	*PA/PTA President or Designated Co-President	
Avril King	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sandra Holloway	DC 37 Representative, if applicable	
Maegan Francis Allison Passley	Student Representatives <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Leota Eugene	Member/Parent	
Otniel Rosario	Member/Teacher	
Stephanie Goodwin	Member/Parent	
Arrie Wallace	Member/Parent	
Famatta Massalay	Member/Teacher	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **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.

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The mission of the High School for Innovation in Advertising and Media is to provide academic and career competencies that will transform students into competitive candidates in advertising and media. The school, providing a rigorous and real-world, experience-based environment, will empower students to make well-informed decisions about their educational and professional futures.

At the High School for Innovation in Advertising and Media (I.A.M.), we want to push open the doors into advertising and its related fields. By the time our students graduate, they will have been exposed to a demanding academic program and a sequence of courses in advertising and media that will work together to create college-bound or career-ready young adults.

Throughout their tenure at I.A.M., our young adults will learn to express themselves well, and advocate for themselves in any given situation. Students will develop self-confidence and critical observation abilities through further development of students' strengths, support for areas that need more study, and exposure to the demands and realities of the world of work.

At the High School for Innovation in Advertising and Media, academic and career trajectories are fueled by the structure and demands of the Career and Technology Education (CTE) program and the Advanced Regents Diploma program, a unique dual curricula experience. Each individual student participates in a program that promotes their ability to achieve academically and graduate with an Advanced Regents diploma. In addition, at I.A.M., students' coursework in both their academic and career areas leads to certifications in advertising design and production. By the time students graduate, they will have produced a portfolio highlighting their growth on yearly capstone projects and exemplary work representative of their above 80% average in their major, which they can use to enter a career or apply to college. Our expectations for Regents performance are higher than the 65% required by New York State and are based on the 75 GPA which is part of CUNY's acceptance criteria - a requirement for admission that rules out remedial courses.

Using these resources students are exposed to units of study, over the course of the four years, which reinforce their career readiness and promote their talents in areas related to advertising and media. The school's curriculum is influenced by our advertising industry advisory council. This council is made up of advertising insiders from the national and NYC Council of the AAAA, who are able to provide insight and relevance to our course of study, and our school industry manager, who is in charge of facilitating programs such as the internships. With their guidance, I.A.M. ensures the rigorous and real-world experiences that are consistent with our mission. Examples of these experiences include the following:

- Students are immersed in trade specific activities, such as their year-long technology course for Microsoft Office User Specialist (MOUS), which develops their "work-skills employability profile" as referenced by the NYS Department of Education.

- Students have internship opportunities where they can apply the skills developed at I.A.M. in a real-world context and make connections between their classroom learning and potential careers.
- Students are exposed to trade journals, such as AdWeek, to promote constant innovation in their approach to capstone projects.
- Students have access to industry specific equipment, such as air-conditioned computer labs equipped with hardware and software capable of supporting professional quality products.
- Students are presented with industry leaders who can act as role models for success.

At I.A.M., we have developed our CTE sequence and academic sequence with the understanding that we want all of our students to be prepared for college and to have the professional skills required for a career. We have scaffolded the development of career skills so they are fully integrated and aligned with our academic sequence. For example, we understand the importance of writing, listening and speaking skills for clear and effective business communication. As such, we have developed a curriculum where students acquire and fine-tune grammar, vocabulary and non-fiction writing skills in their freshman year and further develop these skills during activities, discussions, and presentations resulting from the I.A.M. industry workshop events.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	High School for Innovation in Advertising and Medi								
<b>District:</b>	18	<b>DBN:</b>	18K617	<b>School BEDS Code:</b>	331800011617				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K		4		8		12		
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		0	0			91.1	TBD		
Kindergarten		0	0						
				Student Stability - % of Enrollment:					
Grade 1		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2		0	0			90.1	TBD		
Grade 3		0	0						
Grade 4		0	0	Poverty Rate - % of Enrollment:					
Grade 5		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6		0	0			60.0	78.8		
Grade 7		0	0						
Grade 8		0	0	Students in Temporary Housing - Total Number:					
Grade 9		80	92	(As of June 30)	2007-08	2008-09	2009-10		
Grade 10		0	74			3	TBD		
Grade 11		0	0						
Grade 12		0	0	Recent Immigrants - Total Number:					
Ungraded		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total		80	166			1	2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes		0	0	Principal Suspensions		18	TBD		
# in Collaborative Team Teaching (CTT) Classes		9	28	Superintendent Suspensions		4	TBD		
Number all others		2	10						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants		81	151		
				Early College HS Program Participants		0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes		0	0						
# in Dual Lang. Programs		0	0	Number of Teachers		5	TBD		
# receiving ESL services only		2	7						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs		0	3	Number of Administrators and Other Professionals		3	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)		1	TBD	% fully licensed & permanently assigned to this school		100.0	TBD
				% more than 2 years teaching in this school		0.0	TBD
				% more than 5 years teaching anywhere		40.0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)		60.0	TBD
American Indian or Alaska Native		0.0	0.6			100.0	TBD
Black or African American		81.3	85.5				
Hispanic or Latino		13.8	9.0				
Asian or Native Hawaiian/Other Pacific Isl.		1.2	1.8				
White		2.5	1.2				
<b>Male</b>		71.3	65.7				
<b>Female</b>		28.7	34.3				
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							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		√	
Math:				Math:		√	
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				√	√		
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				3	3		
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	NR			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	NR			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	NR			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	NR			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	0			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

#### **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/Teacher 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 your school's 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 High School for Innovation in Advertising and Media is in its third year of operations and we are expecting our second School Quality Review in the Spring of 2011. Therefore our analysis of qualitative and quantitative data is based on the following sources:**

- **2009-2010 School Quality Review**
- **2009-2010 Learning Environment Survey**
- **Scholarship Data**
- **ARIS**

**We have identified the following trends in student performance:**

- **75% of 2012 cohort have earned more than 20 credits**
- **69% of students with IEP in 2012 cohort have earned more than 20 credits**
- **62% of 2012 cohort passed Integrated Algebra Regent Exam**
- **65% of 2012 cohort passed the Living Environment Regent Exam**
- **33% of 2012 cohort passed the Global Regent Exam**
- **16% of 2012 cohort has an IEP**
- **5% of 2012 cohort are ELL students**
- **Average attendance for 2012 cohort is 90%**
- **66% of 2013 cohort have earned more than 12 credits**
- **59% of students with IEP in 2013 cohort have earned more than 12 credits**
- **41% of 2013 cohort passed the Integrated Algebra Regent Exam**
- **56% of the 2013 cohort passed the Living Environment Regent Exam**
- **8% of 2013 cohort is ELL**
- **21% of 2013 cohort has IEP**
- **Average attendance for 2013 cohort is 84%**
- **Based on the results from the 2009-2010 Learning Environment Survey, teachers reported that they felt there was not an active discipline policy in the school. They also reported that they felt they were not part of the decision making process in the school.**
- **Based on recommendations from the 2009-2010 Quality review, we need to promote greater consistency in differentiated instruction so that lesson planning reflects**

purposeful groupings, students are challenged, tasks accommodate different learning styles and questioning extends thinking.

- Based on recommendations from the 2009-2010 Quality review, we need to ensure that all teachers school-wide know their individual students' needs, strengths, and learning styles across the curriculum on an on-going basis to support targeted instruction and foster task engagement.
- Based on recommendations from the 2009-2010 Quality review, we need to initiate a collaborative approach across all subjects to set student improvement goals, including interim goals and benchmarks, to enable the principal and faculty to modify plans to optimize the impact of actions.
- Based on recommendations from the 2009-2010 Quality review, we need to deepen the understanding of the collaborative inquiry process in order to provide staff with opportunities to share actionable insights and best practices focused on improving instruction and student outcomes.

Some significant aids that will support improved student outcomes are:

- Data analysis, targeted professional development, instructional experts and other supports provided by the New Visions PSO
- Coaches and tutors targeting student needs
- Professional development on planning and curriculum development using Understanding by Design
- Afterschool intervention programs that provide additional instruction for struggling students
- Advisory program and small group instruction to target student needs in a smaller setting

Significant barriers that we must address to ensure outcomes are:

- As a new school, we are working to build curriculum for each year of growth and as a result we dedicate some of our resources to developing the curriculum as needed.
- The low Integrated Algebra and Global pass rates for the 2013 and 2012 cohort, respectively
- Relatively low literacy and numeracy rates among the population of students who received below a 75 on their Regent exams
- 75 out of our current 247 students are considered overage for their grade
- While we grow to full capacity, staff induction must be done on a yearly basis.

Some of our greatest accomplishments to date:

- In March of 2009 student mentorship program was started with 15 students going out on mentorships in advertising agencies.
- 13 students participated in a year-long case study which resulted in those students presenting their results to Jaguar corporate executives
- Throughout the 2008-2009 school year, relationships were developed through guest speakers and field trips to the industry that are being developed into mentorships and internships for our students in 2010 and 2011.
- Maintenance of a high attendance rate.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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1. IAM students in the 2010 cohort will develop skills necessary to accumulate credits towards graduation and remain on – track. Our objective is that 85% of the class of 2014 will obtain 12 academic credits by June 2011.
2. In order to work towards on-time graduation, students in the class of 2012 will demonstrate ELA proficiency as per the ELA Regents exam. Our objective is that 70% of class of 2012 will pass the ELA Regents exam with a 75% or higher
3. Increase school attendance to above 92% by June 2011
4. Initiate a collaborative approach across all subjects to set student improvement goals, including interim goals and benchmarks and communicating those goals with parents. By June 2011, 80% of the teachers will engage in collaborative inquiry to further integrate goal-setting in major content areas.
5. By April 2011, revise curriculum currently used in ELA and Global to reflect elements of the Common Core Standards and CTE skills.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Progress toward graduation

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>IAM students in the 2010 cohort will develop skills necessary to accumulate credits towards graduation and remain on – track. Our objective is that 85% of the class of 2014 will obtain 12 academic credits by June 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Weekly scheduled staff meetings will have time dedicated to discuss student progress in specific content areas by analyzing classroom level hard and soft data</li> <li>2. Professional development around specific goal setting strategies for students in the fall and in the spring</li> <li>3. Twice weekly advisory periods dedicated to reviewing the goals set by students and following up on student generated action plans</li> <li>4. Use data inquiry team to set model for goal setting for specific subgroup by November 2010</li> <li>5. Teacher leaders will be identified, trained and developed to assist teachers in departments with goal setting process in September, October and November respectively.</li> <li>6. Build out online communication method so parents have access to Echalk website, online grading system, and other important information online by December 2010</li> <li>7. School support set asides for support in developing protocols for roll-out of program</li> <li>8. Gates grant allocation for continued professional development in this area</li> <li>9. Title 1 10 percent for Assistant principal to provide professional development</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ol style="list-style-type: none"> <li>1. Addition of 12 staff members, including language and technology, in order to offer complete course load</li> <li>2. Addition of 2 special education teachers (for total of four) to support students requiring additional differentiation</li> <li>3. New assistant principal to assist with keeping students and teachers on track with goal</li> <li>4. Guidance counselor to assist students in staying on track and working through academic problems</li> </ol>

<p><i>described in this action plan.</i></p>	<p>5. Title I SWP fund for after school teacher per session</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Marking period grades</li> <li>2. Progress reports generated from online grading system</li> <li>3. By January 2011, 80% of students will earn 6 credits</li> <li>4. Teacher anecdotal</li> <li>5. Student portfolios</li> <li>6. Student goal sheets</li> <li>7. Item skills analysis</li> <li>8. Datacation, a New Visions data collection system</li> </ol>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In order to work towards on-time graduation, students in the class of 2012 will demonstrate ELA proficiency as per the ELA Regents exam. Our objective is that 70% of class of 2012 will pass the ELA Regents exam with a 75% or higher</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. By September 2010, 60 minute block periods will be scheduled for additional time in class</li> <li>2. Provide monthly professional development during grade level team meetings, ELA department meetings</li> <li>3. Conduct 4 formal and mini-observations of ELA teachers to ensure content presented is relevant with the new ELA regents</li> <li>4. Develop curriculum that is aligned with the requirements of the ELA regents</li> <li>5. Begin to integrate common core standards into ELA curriculum</li> <li>6. Review sequence of course offerings to asses efficacy of ELA program</li> <li>7. Mock Regents exams integrated into the course and 2 formal exams in the Spring</li> <li>8. Review and analyze marking period data to ensure students are on track and provide intervention for those off-track.</li> <li>9. Title 1 10 percent for Assistant principal to provide professional development</li> <li>10. Addition of 2 Special education teachers to provide additional instructional support for students</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Instructional materials</li> <li>2. Title 1 10 percent for Assistant principal to provide professional development.</li> <li>3. Addition of 2 Special education teachers to provide additional instructional support for students</li> </ol>

**Indicators of Interim Progress and/or Accomplishment**

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

1. Marking period grades
2. Progress reports generated from online grading system
3. Spring mock regent exams
4. Teacher anecdotal
5. Student portfolios
6. Student goal sheets
7. Item skills analysis
8. Datacation, a New Visions data collection system

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase school attendance to above 92% by June 2011</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By June 2011, the Principal, Assistant Principal, Guidance Counselor, and all teachers will enact the following action plan for all families:</p> <ol style="list-style-type: none"> <li>1. The school will develop a year-long plan for creating community events and rewards for consistent and improved attendance.</li> <li>2. DOE staff will conduct daily attendance outreach calls to students and families, and will meet daily to monitor individual student attendance. Phone Master system will be purchased by the campus.</li> <li>3. Utilizing ATS data, we will identify sub-groups of students to create specific, targeted interventions to students attending fewer than 80% and those attending fewer than 60%.</li> <li>4. Guidance counselor and attendance teacher will work towards addressing LTA students and 407s to develop appropriate individual plans.</li> <li>5. Identify and form a partnership with a community based organization to support attendance teacher and school’s attendance efforts</li> <li>6. Student government will be involved in developing an attendance campaign for late students.</li> <li>7. Students with perfect attendance will be awarded certificates in student assemblies.</li> <li>8. Posters with student names and their perfect attendance record will be posted in the hall.</li> <li>9. Incentive system will be put in place for students who have excessive absences to motivate them to come to school.</li> <li>10. Comparative class reports will be reviewed to see if patterns of class cuts exist. Outreach will be implemented and program will be revisited to determine if modification is needed.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. Title 1 Parent Involvement funds</li> <li>2. Per diem school secretary to provide additional support for parent outreach</li> <li>3. Grant dollars allocated for online school management system that allows for immediate parent access to information</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Daily attendance report evaluation and analysis</li> <li>2. Weekly attendance report evaluation and analysis</li> <li>3. Outreach telephone and home visits will be documented in I-log and student files.</li> <li>4. Reduction in the number of entries in the late log book.</li> <li>5. ATS reports with and without LTA's</li> <li>6. Number of students with monthly perfect attendance records</li> </ol>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Initiate a collaborative approach across all subjects to set student improvement goals, including interim goals and benchmarks and communicating those goals with parents. By June 2011, 80% of the teachers will engage in collaborative inquiry to further integrate goal-setting in major content areas.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Weekly scheduled staff meetings will have time dedicated to discuss student progress in specific content areas by analyzing classroom level hard and soft data</li> <li>2. Professional development around specific goal setting strategies for students in the fall and in the spring</li> <li>3. Twice weekly advisory periods dedicated to reviewing the goals set by students and following up on student generated action plans</li> <li>4. Use data inquiry team to set model for goal setting for specific subgroup by November 2010</li> <li>5. Teacher leaders will be identified, trained and developed to assist teachers in departments with goal setting process in September, October and November respectively.</li> <li>6. Build out online communication method so parents have access to Echalk website, online grading system, and other important information online by December 2010</li> <li>7. School support set asides for support in developing protocols for roll-out of program</li> <li>8. Gates grant allocation for continued professional development in this area</li> <li>9. Title 1 10 percent for Assistant principal to provide professional development</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. School support set asides for support in developing protocols for roll-out of program</li> <li>2. Gates grant allocation for continued professional development in this area</li> <li>3. Title 1 10 percent for Assistant principal to provide professional development</li> </ol>

**Indicators of Interim Progress and/or Accomplishment**

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

1. Goals written
2. Agendas and feedback forms from PD sessions
3. Inquiry team goal setting model and action plan
4. Parent section of the E-chalk site
5. Teacher grade books on Datacation grade program, and ARIS

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA & Global

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By April 2011, revise curriculum currently used in ELA and Global to reflect elements of the Common Core Standards and CTE skills.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Provide administration professional development created by America’s Choice on Common Core Standards</li> <li>2. Turnkey Common Core Standards expectations to all staff members</li> <li>3. Create committee to look at current practices that may align with Common Core Standards</li> <li>4. Introduce informational texts in ELA classrooms</li> <li>5. Introduce reading for comprehension strategies in global</li> <li>6. Create skills charts and expectations for ELA and global classrooms</li> <li>7. Provide additional meeting time for ELA and global teachers to revise current curriculum</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Grant money for per session work around integrating common core standards into existing curriculum</li> <li>2. Schedule of meeting time during school day for staff members to meet</li> <li>3. Title I professional development dollars</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. Pass rates in core academic classes.</li> <li>2. Agendas and protocols from on going training (student work protocols, intervisitation schedule, etc.)</li> <li>3. Revised curriculum materials for core academic subjects.</li> <li>4. Results on mock regents exams (given in January, March and May)</li> <li>5. Results on Acuity exams and Performance Series exams</li> </ol>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	33	33	56	60	11			9
10	n/a	34	31	n/a	15			8
11	n/a	25	21	40	1			2
12								

**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><b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p>	<p><b>Based on diagnostic results, student skill needs are identified and addressed using multiple modalities. 50 minute periods have been programmed during the school day 3 times a week. During this time, these students receive additional instructional time with their ELA teacher. Specific skills, such as reading comprehension and vocabulary development, are addressed. Standards based materials from Acuity are employed in order to provide individualized practice and assessment of needed skills.</b></p>
<p><b>Mathematics:</b></p>	<p><b>Based on diagnostic results, student skill needs are identified and addressed using multiple modalities. 50 minute periods have been programmed during the school day 3 times a week. During this time, these students receive additional instructional time with their math teacher. Specific skills, such as computational reinforcement and problem solving, are addressed. Standards based materials from Acuity are employed in order to provide individualized practice and assessment of needed skills.</b></p> <p><b>In addition, there is a small group afterschool program which focuses on the background skills students need in order to complete the Integrated Algebra coursework. The program meets twice a week for a total of 1.5 hours. Periodic assessments will be used to monitor student progress.</b></p> <p><b>Starting in the spring semester, we will begin a Saturday program that will prepare students for the Regents exam. Students will focus on test-taking skills, problem solving and conceptual and procedural fluency of the most common topics tested on the exam</b></p>
<p><b>Science:</b></p>	<p><b>A small group afterschool program which focuses on the background skills students need in order to complete the Integrated Science and Earth Science coursework and labwork. The program meets twice a week for a total of 1.5 hours. Teacher generated assessments will be used to monitor student progress and to determine areas of need for particular students. Classes and labs have been scheduled in extended block periods with additional Lab Skills periods so students that need additional time to work on labs will have the extra class periods for the work.</b></p> <p><b>Starting in the spring semester, we will begin a Saturday program that will prepare students for the Regents exam. Students will focus on test-taking skills, problem solving and conceptual and procedural fluency of the most common topics tested on the exam.</b></p>

<b>Social Studies:</b>	<b>Based on diagnostic results and eighth grade scores, student skill needs are identified and addressed using multiple modalities. 50 minute periods have been programmed during the school day 3 times a week. During this time, these students receive additional instructional time with their social studies teacher. Specific skills, such as reading comprehension, non-fiction writing, and map skills are addressed. Standards based materials are employed in order to provide individualized practice and assessment of needed skills.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>In addition to meeting with her mandated students, the guidance counselor has established regular meeting times with students that are considered at risk. Based on referrals by teachers and her own meetings, a program for emotional and social counseling is developed and provided to support the student's needs in their personal and academic life.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9,10,11      Number of Students to be Served:      20      LEP 225      Non-LEP

Number of Teachers 22 (1 ESL)      Other Staff (Specify) Guidance (2), Administration (2), Paraprofessional (1) Support Staff (4)

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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IAM has a very limited ELL population. We currently have 20 ELL students at different levels. Eight are at a beginner level and five are at intermediate level and four is at an advanced level. As a new school, we identified our ELL's based on their records and the home language survey that was given to every newly enrolled student. As soon as students were identified, parents were informed of the services that we are able to provide their students. Because we are a small school, we only have an ESL program offered, and parents were made aware of the other options their students would have access to if they chose to transfer to a different school. An entrance interview was conducted with students to determine the level of fluency of social English and academic language.

We have ESL services taught by an ESL teacher. Our students begin their day with the ESL instruction. The academic classes are taught in English with the materials and activities translated into native language so students have the ability to participate in the academic content in a mainstream environment.

IAM High School offers three programs for our English Language Learners. They are "Push In," "Pull Out," and "Free Standing" ESL models of instruction. These supports are proved by a New York State Certified English as a Second Language Teacher. The teacher provides a Free Standing model of instruction both during the school day and prior to the start of the school day. She also provides push in/pull out services as additional support in their content area classes, thereby preparing them for the New York State English as a Second Language Assessment Test.

Additionally, we offer afterschool support for the Integrated Algebra twice a week. Students are encouraged to attend and teachers are provided with native language materials for these students. In order to promote socialization of our newcomers, we have several afterschool programs that encourage expression through the visual arts. We have incorporated a club period into our school schedule so these students have an opportunity to use different language.

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

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Discussion regarding ELL students and differentiation of instruction happen during structured planning periods between the ESL teacher and the content area teachers. Following an Understanding by Design model, these teachers have examined different methods of differentiation for all students.

Once we determined our population, IAM examined the beginning of year data on our students. During Data Inquiry team meetings, staff members gathered to analyze the incoming data and the diagnostic exams. Individual student action plans were developed and turn-keyed to the other staff members.

Following the instruction practices set forth by the QTEL program, IAM is participating in QTELbasics training during the school. The teacher(s) that are trained will then turnkey their understandings to the staff during our common planning time. In addition, one of our foci for instruction this year is differentiation. Each teacher that teaches the ELL students has had a professional development conference with the

assistant principal in order to determine areas in need of growth. There are a minimum of four of these conferences throughout the year, which form part of the individual teacher's pd plan.

**Section III. Title III Budget**

School: 18K617 BEDS Code: 331800011617

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$59,000	ESL teacher salary
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,000	Leveled books and dictionaries,
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$60,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

Based on the home language survey for newly enrolled students and on the home language information provided in ARIS we determined a preliminary list of home languages in which translations would be needed. In addition, when meeting with parents, whether newly enrolled or current students, the principal or a staff member would assess the native home language and make note of it in their data records. In addition, the DOE translation number has been called and a telephone conference has been conducted if no staff was available or could translate.

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

The major findings of our written and oral interpretation needs are as follow: oral interpretation is needed in Spanish for our newcomers. Haitian-Creole will be beneficial for our school community since some of our ESL and general education population speaks it at home. All communications, including permission forms and letters home will be translated in both of these languages. Interpreters will be provided for parent-teacher meetings or for any other school visit if requested by the parent. There are currently two native Spanish speakers on staff (the principal and secretary) who perform translation services for the Spanish-speaking population. The school has 2 native French speakers on staff who provide assistance with translation for Hatian-Creole.

#### **Part B: Strategies and Activities**

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

Written interpretation services will be provided in Spanish and Haitian-Creole. Spanish written translations will be done in-house by staff members. Haitian-Creole, Urdu and Punjabi written translation services will be sourced out to the Department of Education's Translation Unit or will be done by host school staff members who speak the language in the case of an emergency.

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 interpretation services will be provided in Spanish and Haitian-Creole. Spanish oral translations will be done in-house by staff members. Haitian-Creole oral translation services will be sourced out to the Department of Education's Translation Unit or will be done by host school staff members who speak the language in the case of an emergency.

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>.

A copy of the chancellor's regulation will be made available to parents. In addition, additional literature and notifications (posters) will be available in the school for parents. Official communication from the school will be done in the three languages when possible and will periodically remind parents about the translation services available to them.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	137,597	70,032	207,629
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,3765	2,687	4,063
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,880	*	
4. Enter the anticipated 10% set-aside for Professional Development:	14,421	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_92%\_\_\_\_\_

6. 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.

**Provide support and allocating time for 1 teacher to complete masters degree. Work closely with CFN to see what other options are available to hire additional highly qualified staff members.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **School Parent Involvement Policy 2010-2011 School Year**

This document has been developed by the implementation team of the High School for Innovation in Advertising and Media in preparation for the opening of the school opening in the fall of 2008 and revised in fall of 2010. The written document will be reviewed and agreed upon by the parents of children participating in the Title I Program and the Principal or his/her designee. The policy must be distributed to parents of all children participating in the Title I Program. The principal or his/her designee shall be required to maintain documentation on file to indicate that Title I parents were actively involved in the review/revision of an existing policy.

1. Parent Involvement Activities – As a new small high school, parent involvement is central to developing a school culture that is inclusive and welcoming to all points of view and interests. However, parent involvement on the high school level is diminished. As such, we will continuously work with the District Family Advocate to develop different ways of reaching our parents.
  - a. The creation of a Parent Association is the first step in building the structure which is needed for parent involvement. We will hold several meetings in order to elicit interest from our parent constituency.
  - b. The inclusion and involvement of technology such as our web site and email as a method for communicating with parents will be explored and tested for effectiveness
  - c. Parent involvement in planning, implementation, evaluation, and continuous improvement of school-level programs, such as Kid Tech Trainings and other events for parents to visit the school and interact with their children
  - d. Parents and schools will share responsibility for high student performance and will promote career and technical competencies through parent volunteers for field trips and other industry events
  - e. Capacity-building activities for parents and school staff that support strong parental involvement such as career training nights and student celebrations
  - f. Parent members of the school leadership team will participate in the annual PASS Review of the School
  - g. Parents will be interviewed as part of the school's Quality Review
  - h. Parent surveys will be a vital part of the School's Progress Report process
  
2. Annual Meetings
  - a. The principal and her designees will sent home notices, make phone calls, send emails, post internally and post on the website when an annual meeting will be convened for parents of participating children in Targeted Assistance Schools to
    - i. provide information about the school's Title I Program and the types of services provided;

- ii. inform parents of their right to be involved in the program; and
- iii. offer suggestions for specific school-level opportunities for parent involvement;
- b. The Principal and her designee will create a flexible schedule of regular meetings with parents—before, during, and after the school day—so that parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children;
- c. The Principal and her designee will develop a process for:
  - i. responding to written parent concerns regarding Title I funds, including the identification of a designated school contact person;
  - ii. how parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children’s individual student assessment results and proficiency levels and an explanation of these results and levels, promotion policy, after school and summer programs and SES;
  - iii. how the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents’ native language to the extent practicable, e.g., notifications, translations during meetings, etc.;
  - iv. how the school will develop a survey to involve parents in an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school, including identifying barriers to greater participation by parents with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**School Parent Compact  
2010-2011 School Year**

This School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State’s academic achievement standards.

A. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State’s academic achievement standards.

B. Parents/guardians will be responsible for supporting their children's learning by:

1. Monitoring their children's attendance;
2. Providing assistance and encouraging their children to complete homework assignments;
3. Encouraging their children to ask for help from teachers or classroom aides (ed techs, volunteers) when needed;
4. Talking with their children about the school day;
5. Reading to or with their children;
6. Monitoring and limiting their children's television watching;
7. Volunteering in the classroom and for school-related activities such as field trips;
8. Participating, as appropriate, in decisions related to the education of their children; and
9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.

C. The school will address the importance of communication between parents and teachers on an ongoing basis by:

1. Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact shall be discussed as it relates to the individual child's achievement;
2. Providing frequent reports to parents/guardians on their children's progress;
3. Providing parents/guardians with reasonable access to staff to discuss issues related to their children's learning;
4. Giving parents the opportunity to observe classroom activities;
5. Welcoming parents as volunteers in the classroom; and
6. Providing adequate supervision and feedback for parents/guardians who volunteer.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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. Page 10 – 11
  
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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

Page 13 - 22

3. Instruction by highly qualified staff. Page 8 & 31
  
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. Page 13 - 22
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Active recruitment from existing ATR pool as well as TFA and NYCTF.
  - Collaboration with the New Teacher Project to help identify and select candidates that will complement the school.
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - Support parent association initiatives
  - Send parent notices and newsletters home
  - Develop parent informational sessions
  
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. Page 13 - 22

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. Page 24 – 25
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. Page 24 – 25

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used  
**TEMPLATE - MAY 2010**

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			137, 597	X	13-22
Title I, Part A (ARRA)	Federal	X			70,032	X	13-22
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			87,878	X	13-22
Tax Levy	Local	X			1,458,243	X	13-22

#### 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.

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conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 7: 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>

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### **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.)

To date we have identified seven students in temporary housing based on our questionnaires and ATS reports.

IAM uses data collected from ATS and the ISC as an initial identification process for STH students. Further identification is done through distribution of the residency questionnaire. This questionnaire is a part of our enrollment package and is further distributed at Parent-Teacher conferences, PA meetings and sent home with students.

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

STH students are provided with a variety of services. They received counseling individually and in groups. Academic interventions are provided through skills classes that meet 3 times per week. STH students also receive a stipend for school supplies and bookbags.

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	High School for Innovation in Advertising and Medi					
<b>District:</b>	18	<b>DBN:</b>	18K617	<b>School</b>		331800011617

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12		
	1		5		9	v	Ungraded	v	
	2		6		10	v			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			91.1	84.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			90.1	87.6
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			78.8	72.1
Grade 8	0	0	0				
Grade 9	80	92	81				
Grade 10	0	74	112				
Grade 11	0	0	47			3	4
Grade 12	0	0	0				
Ungraded	0	0	1				
<b>Total</b>	<b>80</b>	<b>166</b>	<b>241</b>			<b>1</b>	<b>2</b>

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		90.1	87.6

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		78.8	72.1

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		3	4

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		1	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		18	7
# in Collaborative Team Teaching (CTT) Classes	9	28	34	Superintendent Suspensions		4	12
Number all others	2	10	19				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		81	151
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	2	7	TBD	Number of Teachers		5	12
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals		3	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	14	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		40.0	41.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.0	0.6	1.2	% core classes taught by "highly qualified" teachers		100.0	100.0
Black or African American	81.3	85.5	85.1				
Hispanic or Latino	13.8	9.0	11.6				
Asian or Native Hawaiian/Other Pacific	1.2	1.8	0.8				
White	2.5	1.2	0.4				
<b>Male</b>	71.3	65.7	66.4				
<b>Female</b>	28.7	34.3	33.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>			P
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data			P
School Environment:			Quality Statement 2: Plan and Set Goals			P
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			P
School Performance:			Quality Statement 4: Align Capacity Building to Goals			P
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			P
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>NVPSO CFN 21</b>	District <b>18</b>	School Number <b>617</b>	School Name <b>The HS for Innovatio</b>
Principal <b>Adaleza Michelena</b>		Assistant Principal <b>Stanley Alton</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Lise Bienvenu/ESL</b>		Guidance Counselor <b>Laura Schneider</b>	
Teacher/Subject Area <b>Gail Margulis / Special Ed</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Famatta Massalay / Special Ed</b>		Parent Coordinator <b>N/A</b>	
Related Service Provider <b>N/A</b>		Other <b>type here</b>	
Network Leader <b>Janet Price</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>23</b>

### C. School Demographics

Total Number of Students in School	<b>247</b>	Total Number of ELLs	<b>20</b>	ELLs as Share of Total Student Population (%)	<b>8.10%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Students were initially identified as possible ELLs in one of two ways: students who were previously enrolled in a New York public school with valid NYSESLAT scores were admitted to the ESL program according to the results of a previous NYSESLAT results. Those who are newly admitted to our school system are identified as ELLs according to the completion of the Home Language Identification Survey and an informal interview with the school guidance counselor.

Those students speaking a language other than English at their homes were administered the LAB-R upon enrollment at the High School of Innovations in Advertising and Media. The high school's ESL teacher was responsible for conducting the LAB-R exams to prospective ELLs. According to the students' scores on the LAB-R exam, they were either placed in ESL classes matching their level of English proficiency on the exam, or they were exempt from ESL classes due to a high proficiency of English.

The NYSESLAT is administered by the ESL teacher in May to all ELLs receiving ESL service.

- Upon registration we inform the parents that all we offer is an ESL program.
- Parents are invited to the school for an informational session to inform them possible language instructional programs available in all schools.
- We use NYSESLAT scores from prior years. For new coming students we administer the LAB-R and use their results to program students.
- 100% of parents have chosen ESL services.
- Yes, the program models are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0		0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0		0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0		0

Push-In											8	9	3		20
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	8	9	3	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	10	Special Education	5
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10		3	3		3	7		5	20
<b>Total</b>	<b>10</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>20</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																		0	0	

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12												
Number of ELLs by Grade in Each Language Group												
	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
Spanish									0	0		
Chinese									0	0		
Russian									0	0		
Korean									0	0		
Haitian									0	0		
French									0	0		
Other									0	0		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0		

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	2			3
Chinese														0
Russian											1			1
Bengali										1				1
Urdu											1			1
Arabic														0
Haitian										2	5	1		8
French										3	1	1		5
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>20</b>								

## Part IV: ELL Programming

### A. 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.

1. a. The instruction is delivered through the Push-In/Pull-Out model. The ELLs receive ESL instruction in small groups separate from their content classes, as well as small group or one-on-one instruction time with the ESL teacher within their content classes.

b. Students programs are heterogeneous in that they are scheduled with non-ELLs in their content classes. They receive ESL instruction on their proficiency level when pulled out with the ESL teacher. Three periods per week, ELLs receive heterogeneous-level instruction in an ESL contained class.

2. a. The ESL teacher ensures that instructional mandated minutes are delivered to ELLs.

3. Content subjects are taught in English to ELLs. Additional instruction and support for content subjects is given to ELLs during ESL instruction.

4. a. Support materials and additional instruction before school or during lunch are given to SIFEs.

b. Newcomers receiving ESL services are provided a maximum amount of individualized instruction in which they follow the ESL instructor's curriculum for basic language learning, i.e. vocabulary building, grammar instruction, listening, speaking, reading and writing support and instruction.

c. ELLs receive continued support in reading, writing, listening and speaking English, as well as content-specific instruction. The ESL teacher provides instruction based on collaboration with ELA instructors.



## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. After school tutoring and Regents preparation for all sub-groups is offered in English. Rosetta Stone in English is also provided to the students.
6. ELLs reaching proficiency receive additional support though after school teaching by ESL teacher.
7. Having a self-contained class according to ELLs level along with the push-in/pull-out method. Technology literacy elective for students to work individually on language acquisition through computer and internet programs.
8. Achieve 3000 will be discontinued due to funding shortages.
9. All schools programs are available and open to any interested student, including Regents prep, tutoring, clubs (for example French Media Club) and sports.
10. Teacher-made handouts, dictionaries, and online English language acquisition websites, games, vocabulary builders, quizzes, etc. are provided.
11. Haitian students in ESL receive dual language support.
12. Yes required services support and resources correspond to ELL's ages and grade levels
13. Registration orientation.
14. Spanish and French.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Professional development on strategies, tips, and good practices for ELLs will be provided during the course of the year to all ELL personnel.
2. All ELLs are in Advisory and career and college prep courses. Staff is provided with materials to use in that period to help in the transition process
3. During professional development days, inquiry teams participating in data, advisory, common core standards and small group instruction will all be working on incorporating ELL strategies into their planning. In addition, faculty will receive training in Wilson provided by the CFN.

### E. Parental Involvement

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

1. The school has a parent association that is open and welcomes all parents including parents of ELLs.
2. We provide information that the public library has ESL classes.
3. Informal interviews by bilingual staff members help evaluate parents' needs.
4. We provide translators, as well as provide information and handouts in a variety of languages.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	5	1		8
Intermediate(I)										2	2	1		5
Advanced (A)										3	1	0		4
Total	0	0	0	0	0	0	0	0	0	7	8	2	0	17

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Integrated</u>	9	0	3	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5	0	1	0
Physics				
Global History and Geography	1	0	0	0
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. For dual language programs, answer the following:

more complete instruction and support within the ESL and content classes.

4. a. From the data that we have, no apparent patterns come up. Proficiencies vary dramatically from student to student. No significant difference in tests taken in English as compared to the native language.

b. Teachers use the ELLs results to adjust content and instruction.

c. Periodic assessments show us that ELLs struggle in reading comprehension. Native language is not used.

6. We evaluate based on NYSESLAT scores to see if students are moving up in proficiency as well as class and Regents exam scores to judge if students comprehend content area provided in English instruction.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		