



HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY
ADDRESS: 122 AMSTERDAM AVENUE
TELEPHONE: 212-799-4064
FAX: 212-799-4171

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE.....	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot.....	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300011299 **SCHOOL NAME:** High School for Arts, Imagination and Inquiry

SCHOOL ADDRESS: 122 AMSTERDAM AVENUE, MANHATTAN, NY, 10023

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

SCHOOL CONTACT PERSON: STEPHEN NOONAN **EMAIL ADDRESS** SNoonan@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cherita Griffin

PRINCIPAL: STEPHEN NOONAN

UFT CHAPTER LEADER: Wayde Grinstead

PARENTS' ASSOCIATION PRESIDENT: Cherita Griffin

STUDENT REPRESENTATIVE:
(Required for high schools) Desiree Clarillo

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** City University of New York Center for School Support and Success

NETWORK LEADER: Cass Conrad/Enid Serrano

SUPERINTENDENT: ELAINE GORMAN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Stephen Noonan	Principal	Electronic Signature Approved.
Wayde Grinstead	UFT Chapter Leader	
Cherita Griffin	Parents' Association President	
Mary King	DC-37 Representative	
Desiree Clarillo	Student Representative	
Yousif Yahaya	Student Representative	
Soraya Mejia	Parent Representative	
Andrew Klinge	UFT Representative	

* 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.

The **High School for Arts, Imagination and Inquiry** (HSAll) is a learning community in which deep engagement with works of art integrated across the curriculum enhances the intellectual rigor expected of all students. This work is based on the philosophy of **Maxine Greene**, Philosopher-in-Residence at **Lincoln Center Institute for the Arts in Education** (LCI), and the exploration of the LCI **Capacities for Imaginative Learning** (the Capacities) which comprise our academic language used to support student success. In addition, through our **Restorative Practices**, we work to foster the sense of self-worth, empathy and agency necessary for students to become participatory citizens who will create a more just, humane and vibrant world.

In order for the school to achieve its mission, students have experiences with a wide variety of artworks that are integrated across the curriculum. In addition, we use the Capacities as academic language that enables teachers and students to engage with works of art and academic subjects in ways that mirror the aesthetic learning experience. The Capacities were written for HSAll in 2004, and subsequently amended in 2009 by LCI, to foster rigorous academic learning across all subjects and are based on the philosophy of Maxine Greene.

At HSAll we emphasize the development of critical thinking skills while nurturing the learning experiences that students need to succeed in the world. In partnership with LCI and the CUNY SSO, we have created a program that is committed to teaching our students to become self-directed learners so that they will make a seamless transition from high school to college to career.

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

- A professional staff that is dedicated to the academic and social welfare of the whole-child
- Appropriate class size
- Extensive Pupil Personnel support
- A strong, committed, collegial staff who take ownership of the student progress
- Rich extra-curricular and athletic programs
- Extended Day Tutoring
- College Selection and College-Career Counseling Programs
- Active partnerships with Lincoln Center Institute for the Arts in Education and the CUNY SSO
- An internship program at Lincoln Center which is designed to provide students with both technical performance and office experience.

In addition, at HSAll we have a shared, abiding belief that ensures

- each student is an individual
- college is a reality

- diversity enriches us
- everyone counts.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		High School for Arts, Imagination and Inquiry							
District:	3	DBN #:	03M299	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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	0		81.8		79	TBD	
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08		2008-09	2009-10	
Grade 3	0	0	0		92.3		93.06	TBD	
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08		2008-09	2009-10	
Grade 7	0	0	0		66.8		64	71	
Grade 8	0	0	0						
Grade 9	135	147	163	Students in Temporary Housing - Total Number:					
Grade 10	116	106	109	(As of June 30)	2007-08		2008-09	2009-10	
Grade 11	75	99	69		7		17	TBD	
Grade 12	0	56	81						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	326	408	423	(As of October 31)	2007-08		2008-09	2009-10	
					19		9	2	
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08		2008-09	2009-10	
# in Self-	7	13	11	Principal	56		83	TBD	

Contained Classes				Suspensions			
# in Collaborative Team Teaching (CTT) Classes	20	26	36	Superintendent Suspensions	27	26	TBD
Number all others	20	29	36				
<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
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	N/A	11	80
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	49	46	68	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	3	15	Number of Teachers	20	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	11	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	16	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	23.8	22.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52.4	51.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	81	TBD
American Indian or Alaska Native	0.6	1	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.7	96.1	TBD
Black or African American	40.2	40.9	41.1				
Hispanic or	53.7	52.5	53.2				

MARCH 2011

Latino			
Asian or Native Hawaiian/Other Pacific Isl.	2.2	2.2	1.9
White	3.4	2.9	2.1
Multi-racial			
Male	58	56.4	57.4
Female	42	43.6	42.6

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR Yes No identification:

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	Y
Math:	Y
Science:	-

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students				Ysh	Ysh	-	
Ethnicity							
American Indian or Alaska Native							
Black or African American				Ysh	Ysh	-	
Hispanic or Latino				Ysh	Ysh	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		

White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	-
Economically Disadvantaged				Ysh	Ysh	-
Student groups making AYP in each subject				4	4	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation: ▶
Overall Score	59.8	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data ▶	
School Environment (Comprises 15% of the Overall Score)	5.8	Quality Statement 2: Plan and Set Goals ▶
School Performance (Comprises 25% of the Overall Score)	12.7	Quality Statement 3: Align Instructional Strategy to Goals ▶
Student Progress (Comprises 60% of the Overall Score)	37.3	Quality Statement 4: Align Capacity Building to Goals √
Additional Credit	4	Quality Statement 5: Monitor and Revise ▶

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

This review of the work of the High School of Arts, Imagination and Inquiry (HSAll) has been informed by a variety of internal and external data sources. We use these sources (Quality Review, 2009; Learning Environment Survey, 2010; School Report Cards; Progress Reports) as guides to our reflection on where we have been and where we want to go. The number one goal of our school community is building an educational environment that fosters success in each member of the community: student, parent, teacher and administrator.

In the last year we have seen some significant accomplishments as well as areas for growth. Performance trends have included an increase in the rate of graduation and credit accumulation. Between 2009 and 2010 our graduation rate rose 22%, from 54.9 % to 76.9%. Three cohorts of students saw significant improvements in grade-level credit accumulation and we are currently waiting to see if the current graduating cohort has made the anticipated increase which will support our current strong graduation rate. We are experiencing an increase in average daily attendance at 81.8% (as of January 8, 2011) year-to-date over 79.2% for 2010. This statistic indicates that regular, daily attendance remains a challenge for our school and we must continue to fight to get our students in school and on-time every day. Another area of accomplishment is the rate of suspensions which has dropped annually from 103 in 2008-2009 to 82 in 2009-2010. As of January, 2011, there have been 14 suspensions. We attribute this downward trend to our successful partnership with the International Institute for Restorative Practices.

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

school wide objectives). Behavioral data is often collected based on affective need. Counseling strategies are then planned and implemented. We have guided our Attendance Team to streamline the reporting of lateness and absence to teachers and advisors for more rapid response to students and families, ideally that same day.

In order to ensure ongoing improvement of instruction in our school we collect data of various kinds and sort it in many ways. Three marking period grades per semester and final semester grades are sorted by student, by subject-area, by course, by course and teacher, and by department. All credit accumulation and credit granting decisions are made pursuant to careful and ongoing review of student grades. Ongoing formative data is collected by teachers with frequency (i.e. quizzes, closure activities, writing prompts). Together these provide a more complete picture of individual student performance across his/her courses and are shared with students and parents. This year, our average class (excluding advisory, senior seminar and gym) is 29 students per class. The classes with a smaller number of students have a higher pass rate and as a result, those students earn credits whereas their peers in larger classes do not get as much individualized attention and may not be as likely to earn the class credit.

HSAll uses Acuity as the periodic assessment tool. In addition, Regents Examination data is also reviewed in much the same way. Each administered Regents Examination is subject to an item analysis that is then used to inform instruction. Student scores are analyzed following Mock Regents which are administered strategically during the academic year and are used to assess how well students and classes are progressing toward meeting standards. These standardized measures are used by teachers to then differentiate instruction to meet individual learning goals for each student. Curricular goals are further adjusted to reflect school-wide performance. In addition, staff members are being trained in ways to use ARIS to immediately assess whether a student is on or off-track in regards to grade-level credit accumulation or graduation and plan accordingly – creating individualized credit recovery plans as appropriate. In addition, the school's Accreditation Committee reviews all alternative crediting options. Review of common need areas across disciplines has led to concentrated efforts (for example: building academic vocabulary and rubrics designed to support our arts integration). Beginning in the spring of 2009, the school reorganized the ninth grade team and in the spring of 2010 we similarly designed a team for tenth grade students. This is the second of a four year school wide reorganization that, when completed, will encompass all four grades. These teams are using Formative data and action research is undertaken by individuals in conjunction with LCI to inform instructional practice. This research is ongoing and used to measure effectiveness of implementation of the LCI methodology.

As mentioned above, the school inquiry team has been expanded to three teams composed at the grade level for ninth and tenth grade teachers and one professional learning team for all other staff members. The most remarkable outcome of this initiative was the increase of 14.1 to 74.8% from 60.7% in the percentage of students earning 10+ credits in the first year of high school from 2009 to 2010. In addition to examining issues of educational efficacy, the teams conduct ongoing case studies and are undertaking projects of in-depth inquiry into the strengths and weaknesses of targeted groups of struggling students, while investigating how the school community can effectively improve academic performance. The findings are then shared with the whole school faculty, allowing recommended improvement plans to be discussed, analyzed and implemented. Past and current case studies have involved inquiries into such issues as: Identifying, explaining why, and recommending plans for students with an attendance rate above 85% who were failing more than one subject in a given marking period; and, identifying and comparing academically struggling students (low-level two's in English Language Arts in eighth grade) who have had differing degrees of success on New York State Regents Examinations – one group passing multiple exams, the other group failing one or both of the exams in question. Students have done well in all social studies and science Regents Examinations, while simultaneously struggling in English Language Arts and mathematics. In collaboration with the CUNY SSO, protocols regarding team-based review of student work and instructional best practices are being developed. Students who are programmed for Regents

Examinations report when scheduled in high numbers. These are examples of ongoing work begun last year and continuing this year. In addition, teachers are working to implement the structures required to meet the planning requirements of the Common Core State Standards.

Prior to the start of the after-school program, Regents and NYSESLAT scores were analyzed and tabulated by ESL teachers. The program is assessed by using attendance records, student portfolios, and teacher created rubrics. ESL Assessment portfolios include performance-based assessments, such as writing samples that illustrate different genres and computer generated assessments from the Rosetta Stone software program. This software contains new speech recognition technology, intuitive sequential learning, and real-life simulations that provide the right context to help students of various levels learn and understand English effectively. The overall outcome of the ESL program will continue to be assessed by the students' scores on the Regents and NYSESLAT examinations. On average, the overall performance of ESL students has been higher than that of the rest of the student population as illustrated by the Weighted 4-Year Diploma Rate in the Additional Credit Category of the Progress Report.

HSAll is in its sixth year and we are looking forward to our third graduating class and college acceptances in 2011. College readiness standards are emphasized as we support students as they prepare for life after high school. In partnership with the CUNY SSO our college search program is extremely well-received. Formalized school-based SAT prep that includes interim assessments assists in building skills takes place after-school and on Saturdays and provides us with a series of practice test scores that help counselors and grade teams to monitor student progress. Data on the college selection process is being used to inform strategies to support college applications. To support our students we continue to refine data gathering and communication practices in the school and design professional development to better support the use of data to inform instructional decision making by teachers and improve practice teachers by subject area.

HSAll is in the first of a two year implementation process to train the staff in the practices and principles of the International Institute for Restorative Practices (IIRP) Safer, Saner Schools program. This initiative has followed a three year period when we established the IIRP Circle intervention in order to increase the efficacy of our community building efforts. Our suspension rate has decreased significantly over the past three years: 103 suspensions in 2009, 82 suspensions in 2010, and 14 suspensions as of January 12, 2011. There is a direct correlation with our staff training in use of IIRP techniques. Since we started implementing the program, suspensions have decreased, which means students are in class more and credit accumulation has improved. We fully anticipate that the school wide training will continue the positive culture and community development that we have experienced so far.

HSAll has an abiding commitment to providing whatever each student needs affectively and instructionally to meet with success. We are determined to provide each student with the supports he/she needs to be ready not just senior year, but for graduation at the end of four years. Staff is driven by the understanding that their success rests on students' success and data is used to design and revise programs and options that build the scaffolds students need to succeed.

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.

Annual Goal	Short Description
By June, 2011, we will increase our average daily attendance rate by a minimum of 3.8% across all four grades in the 2009-2010 academic year. This is an ongoing goal for the school with an expectation that attendance rates will be improved by a minimum of 7% over three years.	To increase the average daily attendance rate at the High School for Arts, Imagination and Inquiry resulting in an average daily attendance rate of 83% for 2010-2011 academic year over the current 79.2% for 2009-2010.
By June, 2011, 69% students will have met their educational goals as agreed to by the student, parent and Pupil Personnel Team, resulting in improved graduation and credit accumulation rates. This will be an ongoing goal for the school with a target of 85% in three years.	To continue implementing a school-wide system to monitor credit accumulation for students in the each Cohort based on the work successful implementation of strategies used with the Cohort of 2010 so that the graduation and credit accumulation rates continue to increase. Final targets will be determined at the conclusion of summer school so that we have appropriate estimates for each Cohort.
By June, 2011, 100% of teachers will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework available for viewing by all members of the school staff to deepen curricular coherence.	To continue the implementation of a school-wide system using technology (Atlas Rubicon) to electronically map the school’s operational curriculum across subject areas that will result in an articulated instructional program that integrates the arts for increased student achievement. This progress will continue to be measured and recorded in the expanded implementation of the Atlas Rubicon curriculum mapping approach introduced in 2009-2010. By June, 2011, 100% of teachers will again produce online curriculum maps that reflect enhanced curriculum mapping strategies that result enhanced instructional performance by all teachers based on an integration of learning styles strategies as a means of increasing student achievement.
By June, 2011, all members of the staff will have been trained in and understand the purpose and function of the eleven essential elements of the IIRP Implementation Plan. This will be the first of a two year implementation process.	After experiencing grade level success with Restorative Justice Practices over the last two years, it has been decided that HSAll will partner with the International Institute for Restorative Practices (IIRP) by implementing the whole-school implementation of restorative practices. This is a, “strategic approach to community and culture

	building.” The IIRP Implementation Plan provides an explicit road map to achieve “proficient and consistent use of restorative concepts and practices” throughout the school.
--	---

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2011, we will increase our average daily attendance rate by a minimum of 3.8% across all four grades in the 2009-2010 academic year. This is an ongoing goal for the school with an expectation that attendance rates will be improved by a minimum of 7% over three years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>September 2010 – June 2011</p> <ul style="list-style-type: none"> -- Monthly meetings will be held by the Attendance and Pupil Personnel Teams. -- Attendance data will be tracked and monitored for accuracy by the assistant principal and Pupil Personnel Team. -- Advisors, First and Eighth period teachers will make regular phone calls to students who are either absent or late as part of the school's ongoing attendance monitoring process. -- The Parent Coordinator, Attendance Teacher and Guidance Counselors will target students with a history of lateness and/or absence for personalized intervention strategies. -- Phone calls will be made by members of the Pupil Personnel Team to the homes of all students who are late and absent on the day of the lateness and absence. Records of these calls will be monitored by the guidance counselors. <p>September 2010</p> <ul style="list-style-type: none"> -- Training will be conducted in August and September and will be ongoing for both new and returning teachers in accurate attendance taking strategies. -- Regular attendance meetings will be conducted by the assistant principal for all members of the Pupil Personnel Team to monitor all issues related to student attendance. -- All staff members will be trained on the use the attendance feature of EdLine which is the school's online data collection system that allows for the tracking of lateness and attendance. -- Parent Coordinator will strategize systems to improve parent involvement for all families. <p>October 2010</p>

	<p>-- Incentive programs will begin and be expanded on efforts made last year in order to support the students who do attend school regularly and encourage those who do not to do so. Celebrations will be held monthly at grade level assemblies and in advisory classes as so that all students are made aware of their classmates achievements.</p> <p>--The school's register will be finalized and all appropriate students will be discharged following thorough investigation and outreach.</p> <p>October 2010 and March 2011</p> <p>-- Parent Coordinator will conduct workshops for families on the importance of regularly attending school.</p> <p>-- Incentive programs will be expanded in order to support the students who do attend school regularly and encourage those who do not to do so. Celebrations will be held monthly at grade level assemblies and in advisory classes as so that all students are made aware of their classmates achievements.</p> <p>-- The use of public acknowledgement of student attendance milestones will be expanded including an attendance bulletin board bulletin board and school wide announcements, the offering of movie tickets and hosting smaller celebrations for students who demonstrate improved attendance. The reports that will be monitored for attendance improvement are the U407 for weekly long-term (ten or twenty consecutive days respectively), the RDA for Daily attendance, the DISA daily student attendance, the CIND to update student attendance, the REVA for monitoring daily attendance accuracy, and the Campus CASS system to monitor individual student entrance. Weekly and monthly reports will be generated as documentation of intervention by school personnel and parent support.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p>Budget: Funds will be allocated from the Budget for 2010-2011. All staffing and per session funding for this initiative comes from the school's regular budget. Additional funding for student incentives is provided by the Manhattan Office of Youth Development, New York City Department of Education.</p> <p>Staffing: The Pupil Personnel and Attendance Teams from the school (including 1 assistant principal, 1 social worker, 2 counselors and assigned teachers), Attendance Teacher, School Support Manager and Operations Support Manager from CUNY.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The reports that will be monitored for attendance improvement are the U407 for weekly long-term (ten or twenty consecutive days respectively), the RDA for Daily attendance, the DISA daily student attendance, the CIND to update student attendance, the REVA for monitoring daily attendance accuracy, and the Campus CASS system to monitor individual student entrance. Weekly and monthly reports will be generated as documentation of intervention by school personnel and parent support. Average daily attendance will improve monthly against the 2009-2010 rates and the yearly average will be above the 2009-2010 rate of 79.2% and will be a minimum of 83% for the 2010-2011 school year.</p>
--	--

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, 69% students will have met their educational goals as agreed to by the student, parent and Pupil Personnel Team, resulting in improved graduation and credit accumulation rates. This will be an ongoing goal for the school with a target of 85% in three years.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All students in each cohort will meet individually, in small groups and as a cohort to review educational progress. Administrators, advisors, counselors and teachers will work in grade-level and professional learning teams that will monitor each student's progress to graduation appropriate grade level credit accumulation.</p> <p>August 2010 -- Students are programmed according to academic progress made during the 2009-2010 school year and credits earned during the summer of 2010. Incoming ninth grade students are programmed so that they are able to meet the school's credit requirements for on-track graduation by cohort. -- Programs are reviewed for accuracy by guidance counselors and adjustments are made to ensure appropriate placement to ensure that the maximum number of credits possible are programmed.</p> <p>September 2010 – January 2011 -- Counselors meet with students individually to discuss academic goals for the year. -- Academic, college and career counseling sessions are held with students in order to ensure that students are aware of their individual goals to be met during the academic year.</p>

- Academic support is offered for those students who need additional preparation for Regents Examinations and credit accumulation.
- Teacher teams meet to monitor student progress.

October 2010

- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first marking period grades are recorded.
- Students and parents are invited to attend the MLK Educational Campus College Fair.
- The school's Accreditation Committee begins meeting to determine additional supports for students and makes appropriate recommendations to the School Leadership Team.

November 2010

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

December 2010

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

January 2011

- During Regents Week all students who need to take or retake examinations are programmed.
- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first semester grades are recorded.

February - May 2011

- Counselors continue to meet with students individually to discuss academic progress and goals for the year.
- College and career counseling sessions continue with students in order to ensure that students are completing those tasks related to the college application process.
- Academic support is offered for those students who need additional preparation for Regents Examinations and credit accumulation.
- The school's Accreditation Committee continues meeting to determine additional supports for students and makes appropriate recommendations.
- Teacher teams meet to monitor student progress.

June 2011

- Transcripts are reviewed and certified for those students who are on-track for graduation.
- During Regents Week all students who need to take or retake examinations are programmed.

	<p>-- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first semester grades are recorded.</p> <p>-- Students are promoted or graduated based upon the number of credits earned.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p>Budget: Funds will be allocated from the Budget for 2010-2011. All staffing and per session funding for this initiative comes from the school's regular budget.</p> <p>Staffing: The Pupil Personnel Team from the school (including 1 assistant principal and 2 counselors and assigned teachers), School Support Manager from CUNY.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students at each grade level will earn a minimum of ten credits and advance to the next grade. Students will graduate with a minimum of 44 credits and required Regents Examinations so that all graduation requirements are met. This will be an ongoing goal for the school with a target of 85% in three years.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, 100% of teachers will produce online curriculum maps, using Atlas Rubicon, with accompanying unit plans using the Understanding by Design (UbD) framework available for viewing by all members of the school staff to deepen curricular coherence.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through the CUNY SSO administrators and teaching teams will meet with Dr. Silver of Silver Strong & Associates and representatives of Atlas Rubicon to preview eight strategies that will enhance instructional practice through curriculum mapping practices that will result in increased student learning based on student performance data gathered from New York State assessments and Regents examinations.</p> <p>September 2010-June 2011 -- CUNY SSO staff will support the school in the facilitation of the process and will assist in</p>

	<p>monitoring teacher and student progress through classroom visitations; the School Support Manager will serve as a member of the teaching teams and assist in performance and process data analysis to be conducted quarterly.</p> <p>September 2010</p> <ul style="list-style-type: none"> -- Establish a meeting schedule wherein each teacher team will meet at least once every two weeks to share curriculum mapping experiences, lessons and reflections. -- Develop a web-based Learning Club/Meeting Record Form (MRF) in partnership with Atlas Rubicon to record key findings and teacher reflections in real time. -- Establish an intervisitation schedule for members of each the teacher team who will visit colleagues' classrooms in order to: Observe application of their selected strategy in a variety of disciplines and; peer coach each other as they develop mastery of the strategy. -- Training session for all teachers on The Thoughtful Classroom Portfolio Series, Classroom Curriculum Design: How Strategic Units Improve Instruction and Engage Students in Meaningful Learning. <p>November 2010</p> <ul style="list-style-type: none"> -- Ongoing coaching with representatives of Atlas Rubicon and visits to classrooms to work directly with teachers followed by a 1.5 hour Administrative Workshop after school. <p>February 2011</p> <ul style="list-style-type: none"> -- Coaching and classroom visits by representatives of Atlas Rubicon to work directly with teachers followed by a 1.5 hour Administrative Workshop after school. <p>April 2011</p> <ul style="list-style-type: none"> -- Coaching and classroom visits by representatives of Atlas Rubicon and visits to classrooms to work directly with teachers followed by a 1.5 hour Administrative Workshop after school. <p>June 2011</p> <ul style="list-style-type: none"> -- Review of updated Curriculum Maps and units by representatives of Atlas Rubicon.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p>Budget: The school has allocated \$ 3,000.00 for the work of Silver Strong and Associates. All programmatic expense as well as staffing and per session funding for this initiative comes from the school's regular budget. Additional supports are provided through the CUNY SSO.</p> <p>Staffing: Administrators will work with the CUNY School Support Coordinator, Dr. Harvey Silver and representatives of Atlas Rubicon in order to plan for the year long professional development</p>

	sessions on behalf of the teachers.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Curriculum Maps will be developed throughout the year and ongoing professional development sessions will be provided as well as common planning time for teachers to work in subject area teams. The individual curriculum maps will identify by calendar months the following: topics, skills, Capacities for Imaginative Learning, activities and assessments that teachers are addressing throughout the year. The master schedule reflects a high degree of coordination between and among teacher teams as a result of structured common planning time (one time per week at forty weeks over the course of the academic year for ninety minutes). Analysis of individual curriculum maps is ongoing to assess the quality of the map, the vertical and horizontal alignment to academic standards and Regents examination requirements that are targeted to measurable outcomes and student achievement resulting in improved student performance school wide. Curriculum maps and unit plans available online and printed by Atlas Rubicon June, 2011.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June, 2011, all members of the staff will have been trained in and understand the purpose and function of the eleven essential elements of the IIRP Implementation Plan. This will be the first of a two year implementation process.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The planning for the implementation of The Two-Year Program for forty staff members will occur in July, 2010.</p> <p>This work will consist of: Core Trainings; The Introduction to Restorative Practices; Using Circles Effectively; Facilitating Restorative Conferences; Start Up and Plan Writing; Three On-Site Consulting Days and Overall Project Coordination.</p> <p>Data Collection and Evaluation will be ongoing.</p>

	<p>Planning for the 2010-2011 school year will include all training days and staff meetings.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<p>Budget: Funds will be allocated from the Budget for 2010-2011. The Two-Year Program proposal is for forty staff members and is dated June 25, 2010.</p> <p>The work will consist of: Core Trainings The Introduction to Restorative Practices (1 trainer) \$ 2,000.00 Using Circles Effectively (1 trainer) \$ 2,000.00 Facilitating Restorative Conferences (1 trainer) \$ 2,000.00 Start Up and Plan Writing (2 days) \$ 4,000.00 On-Site Consulting Days (6 days) \$ 12,000.00 Books and Materials (\$50 per person) \$ 2,000.00 Training of Trainers (\$1200 per person for 3 trainees) \$ 3,600.00 Overall Project Coordination and Support \$ 18,000.00 Polycom Wireless Speakerphone included. Data Collection included. Evaluation included. Restorative Practices Book & Video Library included</p> <p>SUBTOTAL-Training and Consulting: \$ 45,600.00 over two years.</p> <p>Staffing: Administrators will work with IIRP consultants and staff members will work on either Expert or Base Teams. Some members of staff will work on both teams.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>All staff members will complete the first year of the IIRP P3 Implementation System Sequencing and Pacing Chart as part of Expert Teams. The teams will meet monthly and monitoring will be ongoing in coordination with the IIRP consultants and administration. Expert Team rotation will be followed in each area of concentration from the Ramp-Up through Fourth time periods.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	68	36	18	19	120	8	29	56
10	57	54	26	43	96	12	29	62
11	46	39	27	32	81	6	22	50
12	21	23	18	24	58	5	13	46

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

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

At-risk Health-related Services:

As mandated by IEP to ensure compliance.

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 (2009-2010) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

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

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

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

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

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

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

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

Addendum for 2011

We are making minor changes to our 2009 – 2010 Title III program. In lieu of the listening comprehension component we will be providing content area supplemental instruction. In order to do this we are including two content area teachers to work directly with the two certified ESL teachers after school, two days a week.

In addition, we will not be sending teachers to QTEL this year; however, we will still be discussing QTEL strategies in our profession development meetings with the staff.

Finally, we will not be purchasing additional Floccabulary Hip Hop for Global Studies CDs and books.

Form TIII – A (1)(b)

School: High School for Arts, Imagination, and Inquiry BEDS Code: 310300011299

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Code 15 Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$11,200	The ESL supplemental program will be conducted after-school, two days a week, two hours each day, for seventy-three days. It will begin on October 15, 2009 and conclude on June 9, 2010. Two certified ESL teachers will provide instruction to fifteen students. This program will integrate Regents preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet

		<p>challenging for our English language learners. Also, 3 certified teachers (two ESL teachers, and one global studies teacher) will be attending QTEL professional development courses, and substitute teachers will be hired with Title III funds.(5 days per sub, per teacher)</p> <p>\$167.60 w fringe per diem for 15 days (\$2,514)</p> <p>160 hours x \$49.89 (per session w/fringe) = \$8,680.00</p>
Code 45 Supplies and materials	\$3,800	<p>Such as:</p> <p>\$ 770.00 - (10) 4-Person Portable Learning Center - Consists of: CD Player, 4-Headphones</p> <p>\$606.84 - Read-Along Sets with CDs</p> <p>\$1,378.21 - French-language global studies, science, math books, audio books, novels, poetry books, maps etc.</p> <p>\$549.95 - Flocabulary Hip Hop Global Studies set.</p> <p>\$495.00 - Flocabulary Academic Vocabulary books/Cd's Maps.</p>
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon interviewing the parents/guardians and students, the High School for Arts, Imagination and Inquiry is able to determine if translators and translated documents are necessary for our families. At this time, twenty-one percent of our families need translations during the year.

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

The High School for Arts, Imagination and Inquiry's families have reported that providing translation and oral interpretations is helpful. These findings were done through surveys at various school events and in meetings with the parent coordinator. Findings were reported during department, SLC, and PA meetings.

Part B: Strategies and Activities

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

School documents not provided through the DOE are translated as necessary by staff and mailed home. Documents provided through the DOE that have translations are given to families through school mailings.

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

Oral translation services are provided through contracted DOE vendors when necessary, the DOE Office of Translation and Interpretation Unit or when requested. Families are also referred to the DOE website, when appropriate.

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

Information regarding translation services is provided to families through mailings; upon interviewing with the parent coordinator, guidance counselors, school secretary or administration.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$ 294,777	\$ 52,179	\$ 346,956
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,948	\$ 521	\$ 3469
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 14,739	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 29,477	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

The High School for Art, Imaginary and Inquiry (HSAll) firmly acknowledges that strengthening student academic achievement requires the active participation of parents, supporting the efforts of students and faculty. Under the leadership of a new Parent Coordinator, HSAll is working to develop a strong Parents' Association and institute programs and activities that are relevant to parents. HSAll has planned events to engender parent support and participation. College informational and financing seminars, support and educational workshops, awards nights, and student talent showcases have brought a diverse group of parents into the school environment.

Thus we have, and will continue to take the following actions to build the capacity of schools and parents for strong parent school collaboration:

- **Academic Outreach:** To facilitate parental involvement in their students academic progression, HSAll holds two parent teacher conferences during the school year; one in the Fall and Spring semesters. To enhance understanding of the expanse of the curriculum as well as the academic course requirements, we schedule a Curriculum Night for parents during which they meet the faculty at the onset of the school year and learn faculty expectations to achieve a strong academic performance.
- At the beginning of the school year, HSAll organizes TITLE 1 meeting time to explain the various components of this program and how it impacts students' academic achievement and opportunity during the school year
- HSAll extends to parents various modes of communication tools. The school sends parents notices of students' progression through mailings of report cards six times a year, and HSAll sends additional subject interim progress reports when faculty note changes in students' performance. Faculty and administration are available for appointments with parents prior to, during, and after the school day, and by telephone and e-mail contact. It is not uncommon for the administration and faculty to respond to e-mail contacts from parents late into the evenings and on weekends. A new initiative this year will be the implementation of a school-based website and interactive teacher gradebook.
- HSAll communicates all school activities to facilitate parental involvement and improve information flow by direct mailings, back-packing and e-mailing notices of school events, parent meetings, seminars and workshops.

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

SCHOOL PARENT INVOLVEMENT POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I School Parent Compact

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

The school agrees to the following:

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

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

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

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

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

We are engaged in ongoing gap analyses based on Regents Examinations and Acuity baseline and progress check data. Student performance will be itemized by skill and content so we can provide appropriate supports to meet student needs. Tenth and eleventh grade

students will also be prepared (based on pre testing) for SAT and PSAT examinations. As a school with an inclusion approach to general and Special Education, we will focus our efforts to design differentiated instruction that communicates our expectations and provides multiple routes to achieve these expectations through: adjustable assignments, learning centers, and a college advisory curriculum provided by CUNY with adult mentors who will model the habits of effective and reflective learners while monitoring student progress. Students will engage in a developmental college credit bearing program whose objectives are direct instruction in reading and study skills, followed by massed practice across the content areas. Additionally, we have implemented Professional Learning teacher teams that meet to develop improved instructional strategies and analyze student data relating to credit accumulation and whether different populations are on or off course for graduation.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

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

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

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

Staff members also are beginning to make use of ARIS and a variety of data sources to inform instructional decisions. This allows concerned parties to immediately assess whether a student is on or off track in regards to graduation and plan accordingly – creating individualized credit recovery plans as appropriate. Review of common need areas across disciplines has led to concentrated efforts (for example: building academic vocabulary and rubrics designed to support our arts integration). Formative data action research is undertaken by individuals in conjunction with LCI to inform instructional practice. This research is ongoing and used to measure effectiveness of implementation of the LCI

methodology. Formalized school-based SAT prep that includes interim assessments assists in building skills takes place after-school and on Saturdays and provides us with a series of practice test scores that help counselors and grade teams to monitor student progress.

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

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

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

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

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

N/A

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

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

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

N/A

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

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The focal point of gap analysis and Acuity is to provide teachers with timely, effective diagnosis of needs. These are then used to inform instruction in whole class, differentiated activities and ancillary programs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Guidance staff provide targeted assistance for members of our school community as needed and when appropriately identified.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

¹**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 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.

²**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.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
6
2. Please describe the services you are planning to provide to the STH population.
 Students in temporary housing receive counseling from the social worker, supplies and materials from their guidance counselor, Academic Intervention Services (AIS), and extra curricular activities from the school's McKinney Vento funding.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_03M299_120310-164242.doc

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 CUNY	District 03	School Number 299	School Name HS for Arts, Imagiat
Principal Stephen Noonan	Assistant Principal Jaimee Fischer		
Coach n/a	Coach n/a		
Teacher/Subject Area Gregory Andronica/ESL	Guidance Counselor Graham Bazikian		
Teacher/Subject Area Jane Xia/ESL	Parent Cherita Griffin		
Teacher/Subject Area Omatee Santos	Parent Coordinator David Vaughns		
Related Service Provider Erika Klein	Other Claudette Tableman, CUNY		
Network Leader Cass Conrad	Other Christopher Yarmy, AP		

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

C. School Demographics

Total Number of Students in School	398	Total Number of ELLs	71	ELLs as Share of Total Student Population (%)	17.84%
------------------------------------	-----	----------------------	----	---	--------

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. The LAP team members include Stephen Noonan (principal), Christopher Yarmy (assistant principal), Jaimee Fischer (assistant principal) David Vaughns (parent coordinator), Gregory Andronica (certified ESL instructor), Jane Xia (certified ESL instructor), Cherita Griffin (parent), Omatee Santos (subject area teacher), Graham Bazikian (guidance counselor), Erika Klein (related service provider – bilingual social worker). There are two foreign language teachers (Spanish). Copies of all teachers' licenses/certifications are on file. The total number of ELL students is seventy one (71) and comprise 17.84% of the 398 currently enrolled students in the High School for Arts, Imagination and Inquiry.

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

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

2 & 3. During parent orientations for parents of newly enrolled ELL in the spring prior to the entry of new students in the Fall semester, translators are available. In addition to the informal interview while completing the HILS, staff explains the three different program choices: freestanding ESL, Transitional Bilingual Education, and Dual Language. Parents are offered information in the form of written pamphlets and a short video. Program Selection forms are distributed and collected at this orientation. Selection forms are mailed home

to any parent or guardian who does not attend the orientation. At the same time, the parents receive the entitlement letter and complete the Parent/Guardian Home Language Identification Survey. If new students enter the school during the school year, the parents are given the entitlement letter and complete the Parent/Guardian Home Language Identification Survey on an individual basis. High School for Arts, Imagination and Inquiry offers only ESL instruction. Throughout the year, Arts and Imagination provides information about students' progress and program options. Similarly, letters of Continued Entitlement are sent each fall to the parents of all entitled ELLs. As students' ELL skills improve, they may no longer require direct ESL services. However, they continue to receive test accommodations as permitted for two years. Opportunities are made available for parents to ask questions regarding ELL services during new student orientation and at other Arts and Imagination meetings and events. Translators are available for the parent orientations, Back-To-School Night, parent-teacher conferences, Junior College Night and Senior Hunter College Orientation. Informational materials are also available in the parents' home language – such as A Guide for Parents, and the New York City videotape instructing parents to programs available to ELL. Parents receive continual print and spoken information in the home language about school activities, ELL opportunities and NYS mandates

4. Arts and Imagination places students in a freestanding ESL program based on the informal interview conducted while the HILS survey and on the program selection form. Our school does not have a bilingual or dual language program. We only provide a freestanding ESL program.

5 & 6. The parents are very insistent on full language immersion for their students so the ESL has been the program of choice for Arts and Imagination students. Staff communicates student progress with parents throughout the year.

Part III: ELL Demographics

A. ELL Programs

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

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

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										5	5	5	5	20
Push-In												1	1	2
Total	0	0	0	0	0	0	0	0	0	5	5	6	6	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	21
		Special Education	15

SIFE	15	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	21
------	----	----------------------------------	----	-------------------------------	----

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	21	5	1	20	7	5	21	1	9	62
Total	21	5	1	20	7	5	21	1	9	62

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
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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																
TOTAL	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
TOTAL	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										10	18	7	11	46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French										2	3	1	1	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	4	1	2	10
TOTAL	0	0	0	0	0	0	0	0	0	15	25	10	14	64

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 & 2. Beginner students receive three periods (129 minutes) of self-contained ESL instruction each day. Intermediate students receive two periods (86 minutes) of self-contained ESL instruction every day. Advanced students receive one period (43 minutes) of instruction each day. All classes are homogeneous based on their proficiency levels

3. All ELLs, regardless of their years of service, are grouped into classes based on their proficiency levels. ELLs with special needs are afforded any accommodations that are stated in their IEPs. Additionally, ELL teachers work closely with SPED teachers regarding shared students. ELL teachers and content area teachers collaborate to discover the reason why some ELLs are Long-Term ELLs. These students are taught test-taking skills, such as reading strategies, test question vocabulary, listening for detail, and pacing.

4. Our youngsters who are new to the United States are provided with support in their content area classes, either with push-in service, or professional development opportunities for content area teachers. We are particularly sensitive to ELL testing and marry both strong instruction in general education classes with focus on reading, writing, listening and special instruction using strategies most likely to be successful with ELL students. Our ELL teachers make use of QTEL training that is specially geared towards assisting ELL students in mastering skills requisite to the ELA Regents examinations. Our plan for SIFE students and long term ELLs (more than 6 years) is to offer after school support (twice a week) focusing on reading and writing strategies as part of our Title III program.

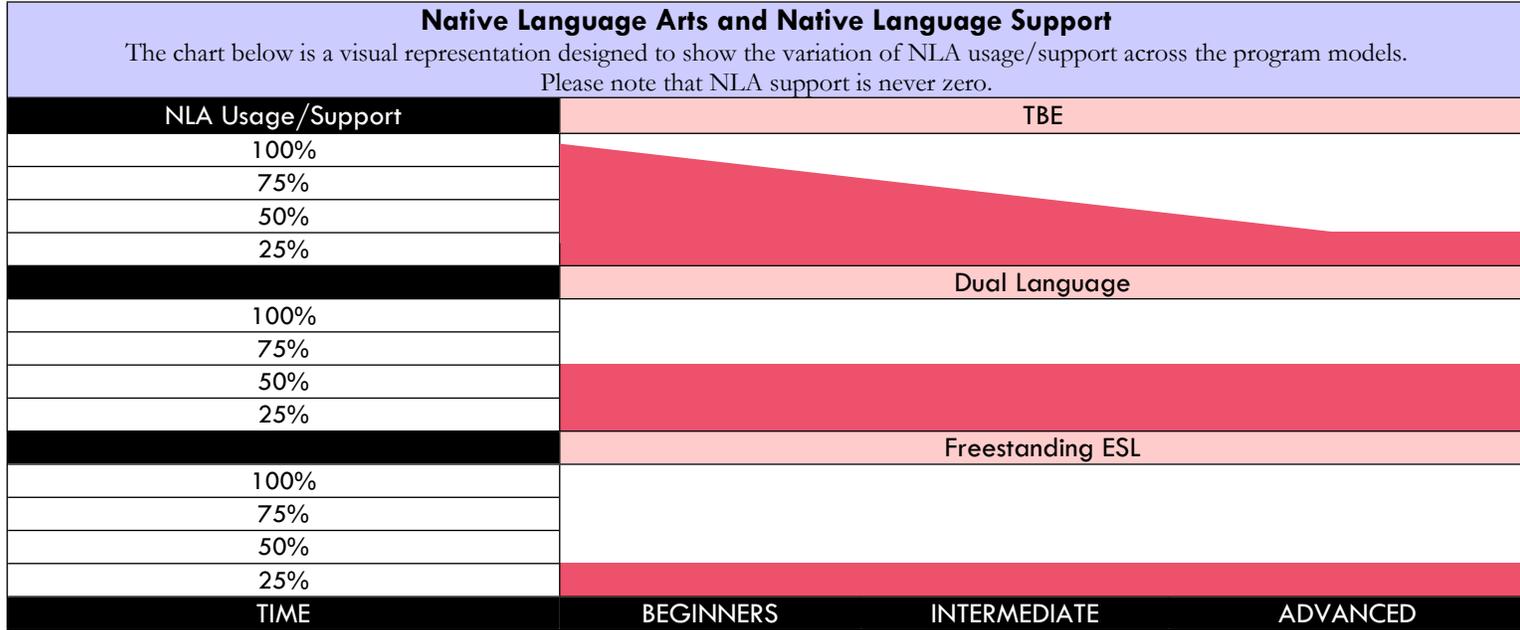
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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



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. High School for Arts, Imagination and Inquiry works to infuse its interdisciplinary curriculum with experience in and reflective study of works of art. We encourage civic dialogue and empower members of our diverse school community to work towards a more just, human and vibrant world. Each student is provided with an individualized learning environment that is engaging and inquiry-based. Students learn to question at increasing levels of sophistication, gather information from a variety of sources, look at diverse ways to problem solve and form conclusions, imagine new possibilities for themselves (and the world), and take constructive action when appropriate. ELLs participate fully in all aspects of this endeavor. In addition, all ELLs that are scheduled to take ELA exams are grouped together for an English Regents review class once a day. All ELLs are encouraged to attend extended day (an additional period on Tuesdays and Thursdays from 2:20 – 3:15) for math, science and social studies extra help.

6. As for continuing transitional support, all former ELLs are entitled to testing accommodations (e.g. bilingual glossaries, separate and quiet testing room, translated versions of Regents exams, extended time). For our ELLs whose home languages are low incidence languages (e.g. French), interpreters are present during all Regents exams to provide word for word translations. Transitional support is extended to ELL students who have achieved NYSESLAT proficiency. High School for Arts, Imagination and Inquiry staff is cognizant that ELL students are eligible for special testing accommodations for two years after achieving proficiency.

7. This year, we are purchasing support materials in the native languages of our ELLs, specifically French. Supplemental materials are provided in all science classes.

8. There are no programs/services for ELLs that will be discontinued this year.

9. Each student at the High School for Arts, Imagination and Inquiry is an important member of the school community. In order to ensure that all students feel as if they are integral parts of the school community, we encourage each student to take part in extra curricular activities. Some of the athletic opportunities available to students are baseball, soccer, basketball, track and field, volleyball, and wrestling. In fact, we have a quite a few of our ELLs on our nationally ranked and NYC championship soccer team. Additionally, students are encouraged to participate in the guitar club, art club, community service club, student government, yearbook committee, prom committee, senior trip committee, drama club and SAT prep courses. Throughout these various activities, students meet peers they would not otherwise have interacted with and this brings our school community together. One of the major components of our school that allows us to stand out from other schools is the restorative justice practices we employ. This method of talking and repairing relationships allows our students to be on an equal level while expressing themselves in a way where they are heard by their peers and teachers. Students are brought together for various groups and teams in the counseling department, classroom environments and extracurriculars. As a result, the ELL's are afforded equal access to all school programs.

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

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

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

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

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.

Professional development is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2010 – 2011, five of our 100 minute professional development sessions will focus on our English language learners and how to provide language support through academic content. Specific strategies from ESL and ELA QTEL (Quality Teaching for English Language Learners) workshops will be discussed, such as task rotation, building academic vocabulary, and scaffolding. All ELL teachers have taken or will take the QTEL – Building the Base I and QTEL – ELA professional development workshops.

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?

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	5	0	1	7
Intermediate(I)										7	14	6	11	38
Advanced (A)										7	7	4	2	20
Total	0	0	0	0	0	0	0	0	0	15	26	10	14	65

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	1	0	1
	I										2	3	2	1
	A										6	4	3	5
	P										8	9	4	5
READING/ WRITING	B										2	2	0	1
	I										8	13	5	6
	A										6	2	4	4
	P										0	0	0	1

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
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use informal assessments such as writing samples, dictations, decoding, etc. We are currently searching for a formal assesment.
2. The data patterns from the NYSESLAT and LAB-R suggest that our students struggle most with the reading and writing modalities.
3. As a result, significant emphasis is placed on reading and writing strategies in the classroom as well as in our after school program.
4. a. Our students only take tests in English. Some of the beginners consult a translated copy of the Regents while they complete the English version. No patterns are observed across grade levels and proficiency levels expect that our students struggle more with reading and writing.
b and c. Our Pearson Periodic Assessment tool is used to predict performance on the NYSESLAT and provide us with insight as to what kind of questions give our students the most trouble, especially our long term ELLs.
5. N/A
6. We evaluate the success of our ELL programs by analyzing NYSESLAT and Regents scores, and comparing them to the rest of our

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		02/03/2011
	Assistant Principal		02/03/2011
	Parent Coordinator		02/03/2011
	ESL Teacher		02/03/2011
	Parent		02/03/2011
	Teacher/Subject Area		02/03/2011
	Teacher/Subject Area		02/03/2011
	Coach		02/03/2011
	Coach		02/03/2011
	Guidance Counselor		02/03/2011
	Network Leader		02/03/2011
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Arts, Imagination and Inquiry						
District:	3	DBN:	03M29	School		310300011299	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		81.8	79.0	79.2
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		92.3	93.1	90.9
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		66.8	71.0	68.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		7	17	13
Grade 9	147	163	119	Recent Immigrants - Total Number:			
Grade 10	106	109	143	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	99	69	73		19	9	2
Grade 12	56	81	59	Special Education			
Ungraded	0	1	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	408	423	394		19	9	2
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	13	11	8	Principal Suspensions	56	83	54
# in Collaborative Team Teaching (CTT)	26	36	32	Superintendent Suspensions	27	26	28
Number all others	29	36	37	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-
				CTE Program Participants	N/A	11	80
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	20	26	27
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	7	11	10
# receiving ESL services only	46	68	TBD	Number of Educational Paraprofessionals	3	3	2
# ELLs with IEPs	3	15	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	3	16	75	% fully licensed & permanently assigned to this	100.0	100.0	96.2
				% more than 2 years teaching in this school	23.8	22.2	33.3
				% more than 5 years teaching anywhere	52.4	51.9	48.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		81.0	81.0	81.5
American Indian or Alaska Native	1.0	0.9	1.0	% core classes taught by "highly qualified" teachers	94.7	96.1	92.2
Black or African American	40.9	41.1	39.1				
Hispanic or Latino	52.5	53.2	55.1				
Asian or Native Hawaiian/Other Pacific	2.2	1.9	1.8				
White	2.9	2.1	2.8				
Male	56.4	57.4	56.3				
Female	43.6	42.6	43.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	-

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				vsh	vsh	-	
Ethnicity							

American Indian or Alaska Native							
Black or African American				vsh	vsh	-	
Hispanic or Latino				vsh	vsh	-	
Asian or Native Hawaiian/Other Pacific				-	-		
White				-	-		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient				-	-	-	
Economically Disadvantaged				vsh	vsh	-	
Student groups				4	4	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	67.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8	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:	20.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	33.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	6		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

03M299

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 (2009-2010) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

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

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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

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

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

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

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

Professional development is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs; and is based on documented research in the field of second language acquisition. For school year 2009 – 2010, five of our 100 minute professional development sessions will focus

on our English language learners and how to provide language support through academic content. Specific strategies from ESL and ELA QTEL (Quality Teaching for English Language Learners) workshops will be discussed, such as task rotation, building academic vocabulary, and scaffolding for English Regents exams.

Addendum for 2011

We are making minor changes to our 2009 – 2010 Title III program. In lieu of the listening comprehension component we will be providing content area supplemental instruction. In order to do this we are including two content area teachers to work directly with the two certified ESL teachers after school, two days a week.

In addition, we will not be sending teachers to QTEL this year; however, we will still be discussing QTEL strategies in our profession development meetings with the staff.

Finally, we will not be purchasing additional Flocabulary Hip Hop for Global Studies CDs and books.

Form TIII – A (1)(b)

School: High School for Arts, Imagination, and Inquiry BEDS Code: 310300011299

Title III LEP Program School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Code 15 Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$11,200	The ESL supplemental program will be conducted after-school, two days a week, two hours each day, for seventy-three days. It will begin on October 15, 2009 and conclude on June 9, 2010. Two certified ESL teachers will provide instruction to fifteen students. This program will integrate Regents preparation through literacy development using the four modalities, and will provide authentic discourse and negotiation, at levels where language is comprehensible yet challenging for our English language learners. Also, 3 certified teachers (two ESL teachers, and one global studies

		<p>teacher) will be attending QTEL professional development courses, and substitute teachers will be hired with Title III funds.(5 days per sub, per teacher)</p> <p>\$167.60 w fringe per diem for 15 days (\$2,514)</p> <p><i>160 hours x \$49.89 (per session w/fringe) = \$8,680.00</i></p>
Code 45 Supplies and materials	\$3,800	<p>Such as:</p> <p>\$ 770.00 - (10) 4-Person Portable Learning Center - Consists of: CD Player, 4-Headphones</p> <p>\$606.84 - Read-Along Sets with CDs</p> <p>\$1,378.21 - French-language global studies, science, math books, audio books, novels, poetry books, maps etc.</p> <p>\$549.95 - Flocabulary Hip Hop Global Studies set.</p> <p>\$495.00 - Flocabulary Academic Vocabulary books/Cd's Maps.</p>
TOTAL	\$15,000	

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 03m299

All Title I SWP 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:	294,777	52,179	346,956
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,947	522	3,469
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,739	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,478	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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.

* 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.

The High School for Art, Imaginary and Inquiry (HSAll) firmly acknowledges that strengthening student academic achievement requires the active participation of parents, supporting the efforts of students and faculty. Under the leadership of a new Parent Coordinator, HSAll is working to develop a strong Parents' Association and institute programs and activities that are relevant to parents. HSAll has planned events to engender parent support and participation. College informational and financing seminars, support and educational workshops, awards nights, and student talent showcases have brought a diverse group of parents into the school environment.

Thus we have, and will continue to take the following actions to build the capacity of schools and parents for strong parent school collaboration:

- Academic Outreach: To facilitate parental involvement in their students academic progression, HSAll holds two parent teacher conferences during the school year; one in the Fall and Spring semesters. To enhance understanding of the expanse of the curriculum as well as the academic course requirements, we schedule a Curriculum Night for parents during which they meet the faculty at the onset of the school year and learn faculty expectations to achieve a strong academic performance.
- At the beginning of the school year, HSAll organizes TITLE 1 meeting time to explain the various components of this program and how it impacts students' academic achievement and opportunity during the school year
- HSAll extends to parents various modes of communication tools. The school sends parents notices of students' progression through mailings of report cards six times a year, and HSAll sends additional subject interim progress reports when faculty note changes in students' performance. Faculty and administration are available for appointments with parents prior to, during, and after the school day, and by telephone and e-mail contact. It is not uncommon for the administration and faculty to respond to e-mail contacts from parents late into the evenings and on weekends. A new initiative this year will be the implementation of a school-based website and interactive teacher grade book.
- HSAll communicates all school activities to facilitate parental involvement and improve information flow by direct mailings, back-packing and e-mailing notices of school events, parent meetings, seminars and workshops.
- HSAll provides materials and training to assist parents work with their students to improve their students' academic achievement. There have been several seminars conducted throughout the school year to train parents as their students' "coaches" to augment strong study habits and learn techniques for achieving academic success.
- HSAll participates in regularly scheduled parent meetings, such as monthly Parents' Association and School Leadership Team meetings.
- HSAll has conducted surveys to elicit parental interests.
- The school population contains a multitude of different nationalities and cultures. HSAll makes every effort to be sensitive to all families. The Parent Coordinator translates all notices into Spanish, and parents along with the Parent Coordinator facilitate translations at meetings and seminars.

SCHOOL PARENT INVOLVEMENT POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

The school agrees to the following:

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

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.

4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-through of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds for test prep materials.

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

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from the High School.
4. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Reinstatement of annual goal setting with advisory teachers.
7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Regular updating of the school website with parent information.
11. Regular notices home from the Parents and the Administration.
12. Teacher maintenance of parental contact logs.
13. Attendance outreach to both late and absent students.

14. Teacher dissemination of semester course outlines.
15. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
16. Maintenance of an Aware Parent liaison so that parents can access data on the web.
17. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
18. Guidance workshops for parents on issues of concern to the parents.

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

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.
15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.

17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

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

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

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

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

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

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

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

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

- 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.

3. Instruction by highly qualified staff.

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

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

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

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

N/A

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

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

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

N/A

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

Decisions made regarding the change to and continued use of *Acuity* were made in response to the teachers' experiences with the DYO in prior years.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. The focal point of gap analysis and *Acuity* is to provide teachers with timely, effective diagnosis of needs. These are then used to inform instruction in whole class, differentiated activities and ancillary programs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Guidance staff members provide targeted assistance for members of our school community as needed and when appropriately identified.

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, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² 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)

¹ **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 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.

² **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.

Title I, Part A (Basic)	Federal	X			247,612	X	
Title I, Part A (ARRA)	Federal	X			51,658	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000	X	
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			2,639,085	X	