



[GRAMERCY ARTS HIGH SCHOOL]

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (02M374)
ADDRESS: 40 IRVING PL
TELEPHONE: 212-253-7076
FAX: 212-253-8095

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02m374 **SCHOOL NAME:** Gramercy Arts High School

SCHOOL ADDRESS: 40 Irving Place 7th Floor

SCHOOL TELEPHONE: 212-253-7076 **FAX:** 212- 253-8095

SCHOOL CONTACT PERSON: Denise DiCarlo **EMAIL ADDRESS:** ddicarl@schools.nyc.gov

POSITION/TITLE: **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brenda Harris

PRINCIPAL: Denise DiCarlo

UFT CHAPTER LEADER: Alonzo Westbrook

PARENTS' ASSOCIATION PRESIDENT: Jerome Conway

STUDENT REPRESENTATIVE:
(Required for high schools) Heather Ganfer

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Denise DiCarlo	*Principal or Designee	
Alonzo Westbrook	*UFT Chapter Chairperson or Designee	
Jerome Conway	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Gramercy Arts High School (GAHS) is an auditioned program for students who are committed to developing their skills in the visual and performing arts and who are considering careers in the arts, liberal arts, and Arts Related Careers. Gramercy Arts High School provides students with a strong academic background combined with one of the best visual and performing arts program in New York City. In addition to emphasizing excellence in all subject areas, students are encouraged by teachers and school community partners to develop long and short term goals for success. Our curriculum design focuses on student centered and project based learning, meeting the needs of the whole child, and offering a full assortment of New York State Regent classes required for graduation.

Gramercy Arts High School is rooted in the belief that mastery of the arts is the passport to realizing a student's potential in all cultural areas that surrounds them in the artistic and theatrical world. Our mission is to ensure that students develop the literacy and numeracy skills needed to succeed in a rigorous academic program that is designed to prepare them for post-secondary accredited universities that have strong reputations for the arts or in professional artistic fields. In addition, we are committed to assisting all students in celebrating their individual talents by providing them with internships with arts professionals as part of their four year experience. In collaboration with the following Union Square Partnership, Gibney Dance, Battery Dance, Martha Graham Dance Company, American Ballet Theatre, Cleary, Gottlieb, Steen & Hamilton, Penticle, Town Hall, Center for Arts Education, TORCH, City Center, Parsons, New York University, Greenwich Village Symphony, City Tech, Theatre Development Fund, On Location Education, Eyebeam, Fashion Institute of Technology, Norma Kamali, School for Visual Arts, Roundabout Theater, Lincoln Center, New York University, Manhattan Theatre Club, Fidelity, Sears, Kmart Fashion Design, and National Arts Club arts business partners our students will go through an application process to enter one of the partnerships as an intern.

In addition to our cultural arts partners, our students will partner with NYU and its many theatre programs in the Gramercy Park area and Greenwich Village. (More information will follow after meetings to be held in February with planning team.)

To combine academic expectations with the arts, the team is planning to introduce the AVID organization to structure the day for students with mentors, advisories and professional development for staff and administration. International Baccalaureate courses for the accumulation of college credits will be an integral component of the program. All students will graduate with a New York State Regents Diploma and will be encouraged to complete an Advanced Regents Diploma.

The goals for the school community for students at Gramercy Arts High School are highly rigorous. Following the educational research of Mel Levine and Rob Bottino, we will strive to create multiple

opportunities for individual differences. We will work with staff, students, parents, and arts partners as a team with ongoing collaboration to continuously integrate the arts into a seamless academic curriculum that supports both. Our vision is to provide authentic arts experiences that are relevant, standards-driven in a small learning community environment that encourages secure adult-student relationships. We will provide the necessary academic and individual guidance support that will provide students with professional confidence which has been part of the role modeling experience that they will be receiving. We will provide real life skills in the interview process as well as readiness for auditioning.

School Culture:

Gramercy Arts will provide a nurturing environment by providing a daily advisory for all of its students that is connected to family needs and pressures students may experience from the outside or at home. They will also be given the opportunity to review academic challenges with their advisory teacher. All teachers will be fully acquainted with the ARIS data system to plan to differentiated instruction. Our teachers may create (after planning meetings take place) their own Acuity testing system to assess the learning needs of the students. The faculty is a part of a Title 2D technology grant that prepares them for a 21st Century classroom

As we offer this program conversion to our students, we will provide a morning welcome and check in with the staff as part of a daily “Meet and Greet” initiative. Every effort will be made to create the warm, caring atmosphere of a Small Learning Community high school. Various opportunities for students to realize their self-worth will be provided through small celebrations, community recognition and parental celebrations. This along with the staff, and parent coordinator, PA and daily and weekly power awards will be part of the Gramercy Arts High School culture.

Gramercy Arts will create an active student government who will be part of the decision making process concerning issues and needs of the school. The PA meetings will be planned as town meetings with lead teachers, lead students and parents facilitating the monthly meetings. There will also be a SLT, Student Government, after school campus center, PSAL campus sports, and college mentors to engage all constituencies.

We plan to view the school as an extension of the home and community. Extended day programs will be planned to provide academic, social and personal enrichment. Morning and after-school tutoring workshops will be available to strengthen and enhance students’ skills and provide them with enrichment activities. Daily contact with the parent will be communicated with the parent to target any challenges that may impede the learning process. Students will be given assistance in reaching the challenges by their advisors who will also be the communicators to the team of teachers engaging the students.

Extra-curricular activities will be tied or connected to the student’s major. The advisory session will be the conduit to assist students in the selection, organization and coordination of student activities.

PART C: EVIDENCE OF CAPACITY

1. Planning Team Capacity: The planning team of Gramercy Arts High School consists of both arts and academic teachers who have a strong background in the arts and expertise in integrating both. The teachers are noted professionals in his/her field. They have had their own individual art exhibitions, dance concerts and played in their own bands in worldwide shows. They bring to the table the

expertise of professionals in a teaching environment (see resumes). They have continued to work in the field and participate in professional development in their (his/her) major areas. In addition to the professional development offered by the Department of Education, they participate in related conference across the discipline.

They have written curriculum in the Arts which include literacy and numeracy. They also have been highly involved in after-school clubs, student performance, field trips to professional Arts performances and local community exhibits. For example, our students have modeled clothing for Norma Kamali in a professional show at the Metropolitan Theatre. The art students have exhibited at National Arts Club, Cleary, Gottlieb, Steen & Hamilton, the NEF Gallery at Washington Irving Campus., at Parson's Art Show, and Bronx Art Museum. The dancers have performed with the Battery Dance Company at New York City cultural events with the parks through the coordinator of the Union Square Partnership.

2. Institutional Partnerships: Gibney Dance, Battery Dance, Martha Graham Dance Company, Cleary, Gottlieb, Steen & Hamilton, Pentacle, Town Hall, Center for Arts Education, TORCH, City Center, Parsons, New York University, Greenwich Village Orchestra, City Tech, Theatre Development Fund, On Location Education, Eyebeam, Fashion Institute of Technology, Norma Kamali, School for Visual Arts, and National Arts Club

SECION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Gramercy Arts High School			
District:	02	M	374	School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	<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	x 9	x 10	x 11	x 12	x Ungraded			
Enrollment:	406			Attendance: % of days students attended					
(As of October 31)	2006-07	2008-09	2008-10	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K							89		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3							359		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7							237		
Grade 8									
Grade 9		119	142	Students in Temporary Housing: Total Number					
Grade 10		117	105	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11		70	85				12		
Grade 12		53	72						
Ungraded		359	406	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total							1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes		33	47	Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number					
(As of October 31)				(As of October 31)		2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				Na	
# in Trans. Bilingual Classes				Early College HS Participants				Na	
# in Dual Lang. Programs									
# receiving ESL services only				42		Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)		2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				37	
Overage Students: # entering students overage for grade						Number of Administrators and Other Professionals		2	
(As of October 31)				2006-07		2007-08	2008-09		
						Number of Educational Paraprofessionals			
				Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(As of October 31)		2006-07	2007-08	2009-10	
(As of October 31)				2006-07		2007-08	2008-09		% fully licensed & permanently assigned to this school
American Indian or Alaska Native				2		3		Percent more than two years teaching in this school	
Black or African American				189		185		Percent more than five years teaching anywhere	
Hispanic or Latino				169		178		55	
Asian or Native Hawaiian/Other Pacific Isl.				4		9		Percent Masters Degree or higher	
White				14		24		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	
Multi-racial						1		90	
Male						141			
Female						265			

2008-09 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 type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09
				<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
<input type="checkbox"/>		<input type="checkbox"/>	Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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
All Students				√	√sh	
Ethnicity						
American Indian or Alaska Native						
Black or African American				√	√sh	
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				√	√sh	
Student groups making AYP in each subject				√	√sh	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

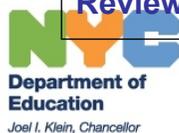
Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New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

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

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

New School Quality Review Summary Feedback

School name and number	Gramercy Arts High School
Principal	Denise DiCarlo, Ph.D.
Dates of review	April 7, 2009
Reviewer(s)	Jennie Garrison



New School Quality Review Summary Feedback

What the school does well

- The Principal has created a school with high level of trust and respect between adults and students, while holding teachers accountable for providing students with a good quality education.
- Teachers have an excellent understanding of the needs of all their students and use this knowledge very well in planning stimulating lessons through the school's broad and imaginative curriculum to challenge and enthuse their students.

- The school is very successful in its mission of developing the whole child, so that students' personal development is carefully monitored so students can succeed in their academic learning.
- Students love coming to school and are very well supported in a nurturing, collaborative community, which results in good personal and academic progress.
- Staffs have multiple opportunities for collaboration to reflect upon how they teach and how well their students are performing.

Areas for Improvement

- Further extend the opportunities for students to reflect on their own and peers' work, enabling them to explain their next steps in learning.
- Extend the depth of analysis of data in all core subjects to gain additional insights into student performance and progress to help guide instruction.
- Formalize monitoring logs, records and observation criteria
- Develop ways that students can use self-assessment to evaluate their progress towards achieving goals
- Develop systematic use of data through the use of longitudinal tracking and disaggregating of data across all subject areas to inform decisions within the whole school and for individual students

Overall Quality Review score:

- The school has not made expected progress.
- The school has made expected progress.
- The school has exceeded expected progress.

SECTION V: ANNUAL SCHOOL GOALS

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

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

APPENDIX A



Principal Performance Review 2009-2010 Goals and Objectives Template

Principal's Name: Denise DiCarlo

School Name: Gramercy Arts High School

District: 02

Superintendent: Francesca Pena

SSO: Empowerment

Network Leader: Karen Ditolla

Date: September 30, 2009

Goals and Objectives Template: Identify a maximum of 5 Goals and Objectives. Please use this template for each goal.

<u>Goal Number 1</u>	
<u>Goal:</u>	<p><u>Describe your goal.</u></p> <p><u>To improve Student's achievement in ELA for the 11th grade cohort as evidenced by the dual administered predictive assessments and by NYS Regents and credit accumulations.</u></p>
<u>Measurable Objective</u>	<p><u>Set the measurable target that will define whether you have met your goal.</u></p> <p>The target group of 76 11th grade students at Gramercy Arts High School will include the bottom 1/3 and the top 1/3 of the 11th grade cohort.</p> <p>Each sub group will increase in the following metric</p> <p>— A: lowest 1/3 will increase 4%</p>

	<p>B: top 1/3 will increase 8%</p>
<p><u>Action Plan</u></p>	<p><u>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</u></p> <p><u>Atlas- Professional Development for teachers focusing on Differentiated Instruction</u></p> <p><u>IDE Professional Development will be focusing on team leader training in all content areas to assist curriculum plan for individual student goals</u></p> <p><u>PLATO Online remediation for Regents prep targeting the lowest 1/3. This will be skills based for the Regents. It will be scheduled as an after-school program supervised by teachers who have been trained to monitor and provide individualized instruction.</u></p> <p><u>Intensive Regents Review- This will be day long sessions given by coaches at strategic intervals during the year.</u></p> <p><u>Ongoing Supervision by administration through both informal and formal observations.</u></p> <p><u>CTT training has been introduced on Day 1 of school by Hector Uribe and his</u></p>

<u>Evidence</u>	<p><u>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</u></p> <p><u>Focus on results of the following assessments:</u></p> <ul style="list-style-type: none">• <u>Formative and Informative, Summative Assessments</u>• <u>Acuity</u>• <u>Classroom Mock Regents Exams</u>• <u>ARIS</u>• <u>Smart gaol results articulated by students</u> <p><u>From all these data sources, teachers will plan informed instruction to meet the content area needs of the students.</u></p> <p><u>Classroom ongoing formal and informal assessment including writing journals, reports, etc.</u></p>
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Principal's Name: Denise DiCarlo

School Name: Gramercy Arts High School

Superintendent: Francesca Pena

SSO: Empowerment

Date: September 30, 2009

District: 02

Network Leader: Karen Ditolla

<u>Goal Number 2</u>	
<u>Goal</u>	<u>Describe your goal.</u> To improve Math Scores of the lowest 3 rd in all of Gramercy Arts High School
<u>Measurable Objective</u>	<u>Set the measurable target that will define whether you have met your goal.</u> <ul style="list-style-type: none">• <u>The target population will achieve 65% proficiency (as defined by the periodic assessment in May</u>• <u>By including the metric in our goal, we aim to exceed the historical expectations of the students taking IA, Regents in June</u>
<u>Action Plan</u>	<u>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</u> <ul style="list-style-type: none">• <u>Plan the curriculum to address the skill set</u>• <u>Use of Title IId grant to implement technology in daily lesson plans</u>• <u>The baseline must align with the Regents</u>• <u>Use of the baseline results to inform instruction</u>• <u>Tutoring will be used to assist students but classroom strategies need to be planned for all students not only the target population</u>

	<ul style="list-style-type: none"> • <u>Creating an account for the target population on Barron's Prentice Hall's website</u> • <u>Inquiry method implemented based on professional development training through ATLAS and IDE</u>
<p><u>Evidence</u></p>	<p><u>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</u></p> <ul style="list-style-type: none"> • <u>Classroom instruction that is focusing on the skill sets needed</u> • <u>Smart goals will be implemented in each class by student which will be articulated by each student</u> • <u>Results of daily assessments, periodic assessments unit assessments and report cards.</u> • <u>80% of the June results will be 65% or higher on re-administration of base line assessment.</u>

Principal's Name: Denise DiCarlo

School Name: Gramercy Arts High School

Superintendent: Francesca Pena

SSO: Empowerment

Date: September 30, 2009

District: 02

Network Leader: Karen Ditolla

Goal Number 3

<u>Goal</u>	<u>Describe your goal.</u> To expand the work of the Inquiry team in all core subject areas
<u>Measurable Objective</u>	<u>Set the measurable target that will define whether you have met your goal.</u> Each content team will increase the school report in each area by 5% at the end of each term.
<u>Action Plan</u>	<u>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</u> <ul style="list-style-type: none">• <u>Further extend the opportunities for students to reflect on their own their own and peers' work, enabling them to explain their next step</u>• <u>Extend the depth of analysis of data in all core subjects to gain additional insights into student performance and progress to help guide instruction by implementing strategies that have been established for each individual inquiry team.</u>• <u>Administration will formalize monitoring logs, records and observation criteria</u>• <u>Develop systematic use of data through the use of longitudinal tracking and disaggregation of data across all subject to inform decisions within the whole school and for individual students.</u>

<u>Evidence</u>	<p><u>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</u></p> <p><u>Look at the data for both the Fall and Spring terms to see the credit accumulation of each student to meet the 10 credit standard</u></p> <p><u>Scholarship will have 5% increase</u></p> <p><u>Promotion rate will increase by ten percent</u></p>
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Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **9th Grade English**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Improve students; reading, listening and writing comprehension, based on individual 8th grade test scores, as well as the initial Acuity ITA exam • Align student performance with the NYC Performance Standards
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify and practice the 7 habits of highly proficient readers (activation schema, predicting and making inferences, determining importance, summarizing and synthesizing, monitoring for meaning, visualizing, asking questions) on a daily basis, both in independent reading and in classroom texts • Read at least 5 books in class of different genres, including: memoir, historical fiction, realistic fiction, drama, poetry and Shakespeare • Read at least 5 book independently, and create a written, oral or creative response to each of their independent choices (in the form of a literary letter,

book talk, or mini project

- **Be able to identify the following literary elements in context: foreshadowing, imagery, motif, symbolism, theme, mood**
- **Respond to non-fiction, poetry, and drama using interpretive and critical processes**

Listening, Speaking, and Viewing

- **Follow along while listening to a text read out loud, and take relevant annotations**
- **Retrieve pertinent information from film, news reports, and other audio-visual resources, and discuss and/or write about that information**
- **Listen attentively to and critically think about responses in discussions, and respond in a thoughtful, insightful way**
- **Learn effective note-taking skills for listening, modeled via the Cornell notes method**
- **Participate in class discussion on a daily basis responding to questions and classmates' responses through critical thinking**
- **Create and present a group research project**
- **Present information to the class through individual and group in-class projects**
- **Participate in one-on-one conferences with the teacher**

Writing

- **Be able to identify and use the following literary terms when writing about literature, and in their own writing: protagonist, antagonist, conflict, point of view (first person and third person limited/omniscient), direct and indirect characterization**
- **Become familiar with the Regents scoring guide and explore meaning, development, organization, language and conventions in formal writing**
- **Write both analytical and personal responses to literature, using 7 habits of highly proficient readers**
- **Write a controlling idea essay**
- **Write a critical lens essay**
- **Write an informational article based on given information**
- **Understand the conventions of memoir, and write their own short memoir**
- **Understand the conventions of historical fiction, and write their own historical fiction children's story**
- **Understand the dramatic structure of tragedy, and write their own tragic play**
- **Write and perform different forms of poetry, including found poetry, haiku, sonnet**

Subject/Area (where relevant):	<p style="text-align: center;">etc 10th Grade English Conventions, Grammar and Usage of the English Language</p>
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> • Independently and habitually demonstrate an understanding of the rules of the English Language in written and oral work. • Increase skills already developed in the 9th grade reading, listening, and writing comprehension. • Analyze and subsequently revise sample work to improve its clarity and effectiveness. • Develop oral and articulation in class (based on 9th grade data, including Acuity, Kaplan, ITA and ARIS) • Learn and practice effective strategies for determining vocabulary words in context
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>NYC Performance Standards E1: Reading and E5: Literature</p> <ul style="list-style-type: none"> - Continue to develop and understand knowledge of literary devices (including devices to level questioning in writing, etc.) - Add new literary devices to vocabulary (allegory, hyperbole...) - Students will continue to implement the 7 habits of highly proficient readers. - Read six class books in six different literary genres: <ul style="list-style-type: none"> • IDE Professional development in differentiation • Facilitation training through Nigel Pugh <ul style="list-style-type: none"> ○ Realistic Fiction ○ World Literature ○ Utopia/Dystopia ○ Non-Fiction (Connecting to the World Lit.) <p>Students will be assessed 6 times during distribution of report cards throughout the year in the form of Acuity ITA and Predictive Assessment, as well as through formative and summative assessments administered by teachers. Also, daily or weekly assessments are required by each subject area.</p> <ul style="list-style-type: none"> - Read at least 3 books independently, and create a written, oral or creative response to each of their independent choices (in the form of a literary analysis, such as a close reading response, short story, or essay) <p>NYC Performance Standards E2: Writing, and E5: Literature</p> <ul style="list-style-type: none"> - Should be able by the end of the year to achieve at least a 4 on critical lens and controlling idea essays - Should be able to write a one page close reading response in correlation to a piece of literature incorporating literary devices. <p>as a tool to support effective implementation and to evaluate progress toward meeting goals. Use to indicate key strategies and activities to be implemented for the 2009-10 school year to support ed-in Section C. The action plan template should be duplicated as necessary. Reminder: Schools ion, Restructuring Staff and schools that fall on grade level for two consecutive years. Do not create the complete an action plan related to improving student outcomes in the area(s) of improvement on and third person limited/omniscient), direct and indirect characterization</p>

	<ul style="list-style-type: none"> - Become familiar with the Regents scoring guide, and explore meaning, development, organization, language, and conventions in formal writing - Write both analytical and personal responses to literature, using the 7 habits of highly proficient readers - Write an informational article based on given information - Review the dramatic structure of tragedy - Write and perform different forms of poetry, including found poetry, haiku, sonnet, etc. <p>NYC Performance Standard E3: Listening, Speaking, and Viewing.</p> <p>Students will:</p> <p>Follow along while listening to a text read out loud, and take relevant annotations</p> <p>Retrieve pertinent information from film, news reports, and other audio-visual resources, and discuss and/or write about that information</p> <p>Listen attentively to and critically think about peer responses in discussions, and respond in a thoughtful, insightful way, without teacher leadership</p> <p>Learn effective note-taking skills for listening, modeled via the Cornell Notes method</p> <p>Participate in class discussions on a daily basis, responding to questions and classmates' responses through critical thinking</p> <p>Create and present a group research project or teach a lesson to the class in GAHS lesson plan format.</p> <p>Present information to the class through individual and group in-class projects</p> <p>Participate in one-on-one conferences with the teacher</p> <ul style="list-style-type: none"> • Learn and will be evaluated on articulation and performance skills in oral presentation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • RAP program from Theatre Development Fund • Atlas Inquiry Training • Working with AVID tutors • Using ARIS resources

Indicators of Interim Progress and/or Accomplishment

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

- Students will learn and will be evaluated on articulation and performance skills in oral presentation.
- Students will be assessed 6 times during distribution of report cards throughout the year in the form of Acuity ITA and Predictive Assessment, as well as through formative and summative assessments administered by teachers. Also, daily or weekly assessments are required by each subject area.

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

Subject/Area (where relevant): 11 grade English

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • High Proficiency in ELA Regents Note-taking Proficiency Reading and Writing for Literary Response/ Critical Analysis Listening and Writing for Information and Understanding Critical Lens Practice through literature interpretation
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Read-Aloud in class Pre-writing activities such as journal entries, listing, note-taking Organizing thoughts into photographs Learning and reinforcing literary elements Regents Tutoring Reading fictional and non-fictional works Creating rubrics based on ELA standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • After- school tutoring Mock regents prep • Team work with intervisitation included in 11 grade ELA classes • Reviewing results of Acuity through ARIS lesson resources for each of 2 administration of Acuity and ELA assessment in Fall '09 and Spring '10 • Infusing technology into the curriculum

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Mock regents Acuity ITA and Predictive Assessments Fall '09 and Spring '10 Regents Style Assessment Formal in Fall '09 Graded Notebooks each marking period each marking period
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SECTION VI: ACTION PLAN

Subject/Area (where relevant): 12th grade

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • To teach college level Essay Writing, Develop Thesis statements, Research skills • Writing college level notes • Preparing Senior exit project
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Writing in response to reading including journals, double entries • Group discussions, Taking notes, organizing thoughts into structures • Peer editing conference <p>Editing Process</p> <ul style="list-style-type: none"> • Learning to Proofread • Create and follow Rubric in research writing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Visiting the Library • Using Laptops • Outside reading • Read newspapers in class • Power point presentation with ARIS references • Bloggng with other teachers to share resources

Indicators of Interim Progress and/or Accomplishment

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

- Step by step grading
- Process/draft checks
- Rubric graded presentation
- Quiz
- Alternative assessment Projects on contemporary issues
- Each marking period assessments will be reviewed by the team teachers for ELA

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

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

Subject/Area (where relevant): Italian

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1st year- Learn 4 skills Reading, Writing, Listening and Speaking, present tense verbs, answering questions negative and affirmative phrases, specific themes</p> <p>2nd year- Learn 4 skills R, W, L, S, preparing them for Regents, practicing real life situations, improving writing skills and grammar</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Common Planning Time- : lessons planned together geared towards goals • Italian Festival • Conferencing with students • Possible discussion about separating Seniors (1st year) from other (1st year) students

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Metropolitan Opera series aligns with the Italian curriculum • Using Title IID grant to infuse technology in the curriculum with a creation of pod casts and blogs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Projects geared toward specific topics/themes • Classroom assignments • Oral projects written as scenes in Italian • Journals and Reflective writing in Italian • Students will be assessed 6 times during distribution of report cards throughout the year in the form of Acuity ITA and Predictive Assessment, as well as through formative and summative assessments administered by teachers. Also daily or weekly assessments are required by each subject area.

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

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • Increase the schools Math metric to 1.15
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Target population will focus on the bottom third of the freshmen class • Lunch time tutoring • Working with Guidance department to target at risk students • Mock Regents Quarterly • Modified Assignments • Modified reference unit sheets
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Monthly AP meetings • Weekly Department meetings • After school tutoring • Credit Recovery
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Progress Reports • Formative Assessments • Projects • Homework Assignments • Class work • Regents Prep • Student conferences • Mock Regents exams • Midterm and Final exam • There will be 2 periodic assessments in Fall '09 and Spring '10

Subject/Area (where relevant): Performing Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • Student will obtain a foundational understanding of their individual discipline as well as an understanding of the threads that crossover between disciplines • Student will develop and understanding of professionalism in the Arts
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Gramercy Arts High School Performing Arts Company – Friday meetings once a month; students are mandated to complete a number of hours assisting in various departments’ performances • Classroom performances and activities pertaining to Blue Print standards • Field trips and guest artist/speakers collaborations with outside companies • Provide opportunities to build on academics through performance related after school activities • Field trips and guest artists/speakers collaborations with outside companies • Student internships, peer mentors • Multi-sensory projects • Multi leveled curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teaching Artist from Roundabout, Met Opera, Lincoln Center, Fidelity, National Arts Club, Manhattan Theater Center, American Ballet Theater, Battery Dance, Pentacle, Martha Graham, New York University, School of Visual Arts, Parsons, Paul King, Eileen Goldblatt, Barbara Murray</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased volunteerism (via work hours sheets) on performances • Performance juries based on Regents expectations and Blue Print standards • Assessing shows afterwards-debrief with students and teachers • Preparation for Theatre Arts Regents with each section reviewed for the 3 part test, Part I Jan. '10. Performance Project –June- Written test and 2 exit project.

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

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student achievement by 3 – 5% in comparison to the previous academic year. This increase of student achievement is to be measured by three categories: grade, percentages average test scores and passing rate</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Employ routine strategies to increase student’s constructive meaning of terms ideas and events related to their content learned in the social studies classes • Emphasize on vocabulary and identify of terms, comprehension of documents and their purpose for the audience, causes and effects relationships of events, understanding and analyzing of trends that are of great importance to the development of society • Implement routine strategies for students’ self evaluation of academics skills, personal management and organization. Strategies will include: collaboration with peers to display understanding, strengths and weaknesses of topics learned (Think-Pair-Share); • Structured thinking protocols and approaches to increase student’ understanding of the topics learned (prompts, systematic approaches, investigative methods). • Guide routine strategies to increase student’s communication skills- increase student’s communication skills will focus on various methods for reading, writing and speech presentation
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common planning, Correlating Curriculum Schedules, Interdisciplinary study with ELA Technology such as PLATO, Multimedia integration, Shared rubrics through the use of Smartboards technologies, Film making, Evaluation of the Arts • Professional development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic assessment and Acuity results, Mock Regents, Teacher constructed assessments, Informative and Summative assessments • Increased productions, Rubrics • Students will be assessed 6 times during distribution of report cards throughout the year in the form of Acuity ITA and Predictive Assessment, as well as through formative and summative assessments administered by teachers. Also, daily or weekly assessments are required by each subject area.

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

Subject/Area (where relevant): Visual Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will recognize the societal, cultural and historical significance of ART</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Connect the Visual Arts to other disciplines • Apply the skills and knowledge learned in Visual Arts to interpreting the world • Students gain awareness of careers in Visual Arts • Recognize personal, social and professional goals; • Develop a career plan for students • Students will work independently and in teams • Students will gain an appreciation of Art as a source of enjoyment and life long learning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common planning, Correlating Curriculum Schedules, Interdisciplinary study with ELA Technology such as PLATO, Multimedia integration, Shared rubrics through the use of Smartboards technologies, Film making, Evaluation of the Arts • Professional development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic assessment and Acuity results, Mock Regents, Teacher constructed assessments, Informative and Summative assessments • Increased productions, Rubrics that are designed to demonstrate academic rigor in the Arts to the professional level • Preparation in Fall for Exit Project for Arts Regents and written section in June

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	45	15			20	1		
10	10	31	34		10			5
11	20	18	33	4	10		1	5
12	10	20	34	13	20			3

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	Ramp Up – extra period of English for all 1 or 2 on NYS grade 8 ELA English tutoring during lunch period PLATO online after school
Mathematics:	Integrated Algebra Prep- for students who fail class and Regents After school for small group and during lunch
Science:	Living Environment Prep Class for students who failed LAB field trip for students how need to make up labs After school class for students who need to make up the credits PLATO group tutoring for Regents and make–up labs
Social Studies:	Global Prep class for students who need to make up the course Global tutoring full day preps for Regents
At-risk Services Provided by the Guidance Counselor:	Individual Counseling talk about academic, social and emotional issues that acts as a barrier to school success Group success group counseling model to teach students how to support one another
At-risk Services Provided by the School Psychologist:	Special Education Evaluations by referral
At-risk Services Provided by the Social Worker:	Individual Counseling by referral
At-risk Health-related Services:	Classroom push-in presentations by school based health center on nutrition, sex education and general overall health Condom distribution by guidance counselor Blood Pathogen prep class for staff development

	H1N1- Parent at student information sessions by health clinic
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy (LAP TEAM):

Mr. Smith (ESL Teacher), Ms. Laura Gensinger (Guidance Counselor) and Dr. Denise DiCarlo (Principal) and Richard Griffin (Parent Coordinator)

Current ELL Demographics/Teacher Qualifications:

Gramercy Arts has 406 students; of these 14 are ELLs. This constitutes 3.5% of the population. These students mostly belong to low socio-economic status. A majority of them will qualify for free/reduced lunch.

The school offers an ESL program for 9th through 12th grade students.

There are 2 Special Education ELL Students both are Spanish Speaking.

Of the ELL students 13 are Spanish native language and 1 is Polish. We have 5 long term ELL's 7 are 4-6 and 2 new comers.

5 ninth graders
5 tenth graders
2 eleventh graders
2 twelfth graders

TEACHER'S CERTIFICATIONS:

We have 1 teacher with NYS Certification in ESL. We have 1 Basic level ESL student but he has X-Status and is not required to sit in ESL classes. WE offer Intermediate ESL which requires 430 minutes of ESL classes. We offer Advanced ESL where students receive 215 minutes of ELA instruction and 215 of ESL. All content area classes are offered for 215 minutes per week. In addition, students enrolled in Science are also enrolled in appropriate Science Labs.

ASSESSMENTS:

We had our students take the NYSESLAT test in May 2009. 7 scored at proficient levels.

Of the student currently in ESL, 9 are Intermediate Level and 5 are Advanced. The advanced students are in general education English classes and are working on passing the NYS English REGENT exam.

INSTRUCTION:

In addition to the full day mandated professional development set aside by the Department of Education, Gramercy arts ESL teacher has participated in other PD activities including NYSESLAT testing and grading.

Students who are Special Education and ESL receive yearly updates as part of their IEP Annual Review. At this meeting the ESL teacher will participate with the Parent, Student, General Education and Special Education teacher on developing SMART Goals. On 11/5 ESL entitlement letters will be sent. We will wait for feed back to see if any parents request bilingual services and there fore might necessitate the services of TBE.

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

Form TIII – A (1)(a)

Grade Level(s) 9 – 12 number of Students to be Served: 14 LEP _____ Non-LEP

Number of Teachers	1	Other Staff (Specify)	Denise DiCarlo	Principal
			Laura Gensinger	Guidance Counselor
			Richard Griffin	Parent Coordinator

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.

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**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.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

- Must be clearly listed.		
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

Part I – No Revisions

Part II –

A Each new admit into the school is given a Home Language Survey which is administered in either English or Native Language (Spanish or Polish). They are also give the oral interview in native language (Spanish or Polish). We have a school aide who can do the oral interview in Spanish and a teacher who can do the interview in Polish. This information is submitted into ATS by School Secretary. Each month the list of students eligible for the LAB-R is reviewed from ATS and students are tested by Certified ELL teacher. The Teacher hand scores test to decide appropriate ELL level if necessary and then submits the test for review. Once scores are input into ATS student is moved to appropriate ELL class if he/she was not already programmed for the appropriate amount of seat time. This is done with in the allotted 10 days after the student enters the building so as to provide the service in a timely manner.

B We have 3 Licensed Teachers who are certified teacher and speak fluent Spanish and a school-aide who is fluent in Spanish who are both able to administer the HLIS and oral interview. We have a certified teacher who speaks Polish who can administer the HLIS and oral interview in Polish. The Certified ELL teacher can administer the HLIS and oral interview in Italian, Spanish or French.

C The ELL Certified teacher on staff explains to families of ELL students the different programs that are offered to their child at Parent/Teacher Conference in late October and late March and a specific Parents Associates meeting in April is conducted to explain this process to families again in conjunction with the NYSESLAT information. Additionally, letters are sent to families in the native language explaining to them the different programs and that if they do not like the current placement they have right to Bilingual program. This letter is sent in late September or early October to allow for any changes that might be requested from family to take place.

D Entitlement letters are sent in early November informing parents of students continued entitlement to ESL services. Additionally the Parent Survey and Program Selection forms were sent in October. The process to ensure that they are returned is difficult. It will involve the Parent Coordinator reaching out to these families with the help of the school-aide. The ELL teacher is also part of this process of reaching out to his students to ask them to bring in the forms. The Guidance Counselor is the person who will receive forms when they are returned.

E. When students are identified as ESL a parent choice letter is generated and sent to the family in a timey manner. ELL teacher follows up to try to ensure that the survey is returned. ELL will also reach out to family over the phone to ask for their feed back to return form. Translation is done by ELL teacher or other certified teach in families home language. Use of DOE translation services if necessary.

F. Parents Survey's are entered into ATS by school secretary and are kept on file in Guidance Counselor's office. Parents are choosing ESL and are made aware that this is the program we offer when they take their HLIS and it is input to indicate student needs LAB-R.

G We are a new high school so over the past year parents are keeping their children in the ESL program and in the school. Parents have said in conversation with Guidance Counselor they like the arts programs and so they like to have their child remain in the ESL program. All students are Intermediate or Advanced Level so this seems to be a good fit.

Part III –

A – 14 ELL students

0-3 years= 2 students

4-6 years- 5 students

7-8 years= 2 students

Long term= 5 students

(2 of these students are SIFE)

B. 9th grade ELL students= 7

10th grade ELL students= 5

11th grade ELL students= 1

12th grade ELL students= 1

C – Instruction is delivered entirely in English by the teacher. There is occasional assistance by students who speak Spanish to each other in order to understand something more clearly. Materials used include English dictionaries, books (fiction and nonfiction), poetry, SMART Board, laptops, grammar books, etc.

D – Ungraded Heterogeneous

E – Content is made comprehensible by providing dictionaries for students, utilizing students' knowledge in the classroom to assist each other, and performing activities encompassing listening, speaking, reading and writing. Materials include technology as well as standard texts in English. Full English Immersion method is used by teacher in the classroom.

F – Because of the varying grade levels in the class, all students are learning Regents-based information, but the level of requirement is varied based on the student (i.e. longer essays for seniors, higher level books read by higher grade students). Also, because of the varied level of English proficiency in the class, much time is spent in group and pair work learning and practicing grammar principles. Groups/pairs are created based on pre-assessed language level and area of concentration (speaking, reading, listening, writing) for activity being performed.

G – At this point, there are no SIFE students in the program, so no set instructional plan is in place.

H – For students in the country less than three years, we are providing NYSESLAT preparation as well as English Regents preparation in order to prepare them for graduation.

I – Students receiving service 4-6 years are monitored closely to see what they need to improve on in order to be proficient on the NYSESLAT. They are also enrolled in an ELA class if they are at an “advanced” level.

J – Long-term ELLs are followed up with on a regular basis. There is a specific inquiry team set up to target these students and give them the extra help they may need to move ahead toward graduation.

K – ELLs with special needs are in mainstream classes with CTT-model taking place in the classroom.

- L – Common planning time is set up for cross-curricular planning. Each department has their own tutoring and other interventions in place to help struggling students.
 - M – Once students have passed the NYSESLAT, they are immediately set up for Regents preparation.
 - N – For the coming year, inquiry teams will be set up to target students who need to pass the NYSESLAT because they have been in ESL for 6 years.
 - O – ELLs are afforded access to Special Education needs, tutoring, extra-curricular activities, and the same arts majors as all students in the school.
 - P – SASF offers tutoring and afterschool activities that supports the ELL instruction in the school.
 - Q – SMART board, laptops, literature, grammar books, dictionaries, etc are available to students for their instruction.
 - R – There are bilingual picture dictionaries available to students, the library has materials available to the students in several content areas.
 - S – There is a small ESL class provided as a double period with a TESOL certified teacher in the classroom
 - T – Students are placed in appropriate ELL service classes. We are in full compliance. Students meet with Guidance Counselors at least 1 time each semester for academic counseling.
 - U – Each incoming class of new students is given an orientation in June and again in September and during this meeting ESL services are discussed with the class.
 - V – Italian is the only language elective available in the school
 - W – Both our Empowerment and DOE offer PD. The Guidance Counselor attends the NYSESLAT test training every year.
 - X – ELL students who transition out of high school into college or career receive a full comprehensive guidance program where they get the support to complete applications and apply for work.
 - Y – Our ELL teacher attends all Professional Development provided by the Department of Education and our Network. This is turnkeyed to the staff at Common Planning Time meetings. We would like to have more ELL workshops in Spring '10
 - Z – Our Parent coordinator has held meetings for ELL parents that included city-wide services available for them including health assistance
- Part IV
- A-F – ATS data

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

WE have 1 teacher with NYS certification in ESL. We offer ELL programs that meet Intermediate (430 minutes ELL instruction) and Advanced level students receive (215 of ELL instruction, and 215 of English instruction). This year we only have intermediate or Advanced students so we are fully meeting their need. The program is offered for 9th through 12th grade students. We currently have 9th grade= 4 students, 10th grade = 6 students, 11th grade= 2 students and 12th grade= 2 students. Of these students 2 In addition, students enrolled in Science class are also enrolled in appropriate science Labs.

1. We administer the home language survey to any new student who enters our school. These are then put into ATS. We check the LAB-R report monthly and test our students to see if they are eligible for our ELL program. We also have used NYSESLAT scores from past tests to make sure that students are in appropriate levels and classes.
2. We have a small percentage of stakeholders who need translations. Teachers and counselors are provided with list of students home language so that all outreach is in the parents home-language.

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.
 1. All materials given out to parents at a school wide basis or directly given to our ELL students is translated into the home-language. There are 3 teachers and 1 school aid on staff who are fluent in Spanish and help in phone and letter translation. Parent Coordinator makes sure to have all material in the languages of our students which include, Spanish and Russian.
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.
 2. As previously stated we have 3 teachers and 1 school aide who are able to do all campus translations for meetings and phone calls.

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>.
3. As previously stated we have 3 teachers and 1 school aide who are able to do all campus translations for meetings and phone calls.
4. Our parent coordinator has been educated on the resources available through the interpretation unit. Additionally, school aid has been educated on best practices in school translation and will provide most school meeting translations for parents

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	240,411	61,295	201,706
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,406		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		600	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,020		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,050	
6. Enter the anticipated 10% set-aside for Professional Development:	24,041		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,129	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 80%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

To encourage parent involvement at Gramercy Arts High School we will:

- Encourage parents to network with each other and to communicate with school staff.
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.
- Identify that Richard Griffin is our parent coordinator who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts.
- Conduct yearly Parent Association elections for Executive Board members
- Conduct monthly Parent Association meetings
- Provide the Parents Association with a space, including furniture, office supplies and a computer with a printer.
- Offer parent training workshops related to parent involvement.
- Parents will be notified through a monthly calendar, letters, flyers as to the date and time of meetings and workshops.
- Responses to parent written comments will be handled through phone contact or email.
- Parents and Gramercy Arts High School will share responsibility for student performance through Parent/Teacher conferences, school leadership meetings and family support and intervention conferences.
- Through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education
- Hold yearly orientations meetings for parents with classroom teachers, supervisors, guidance and related service providers.
- Distribute all notices in English and Spanish or other languages spoken by parents

- Support District level committees and or regional level committees which will include parent leaders who are on SLT, Title 1 parent advisory councils and President’s council.
- Maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children’s education programs
- Inform parents about teacher’s qualifications and all mechanisms in place to ensure that teachers are in compliance in meeting the NYS standards in accordance with the NCLB criteria for being highly qualified in their subject area
- Will reach out to parents and find other resources for alternative methods to fulfill students academic requirements
- Will inform parents if their child/children is/are performing below state standards or not complying to the school’s expectations
- Administration will present information in a timely matter in order to give parents the opportunity to make decisions that will enhance their child’s academic progress

 Jerome Conway, PA President

 Dr. Denise DiCarlo, PhD

 Date

I. General Expectations

Gramercy Arts High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Gramercy Arts High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. Gramercy Arts High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Gramercy Arts High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

4. Gramercy Arts High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Gramercy Arts High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Gramercy Arts High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by ____ School Leadership Team _____. This policy was adopted by the Gramercy Arts High School on 11/19/08 and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

Part B: 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.)

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.

The Title 1 staff will invite parents to school in September to present to them an overview of the Title 1 program. In August /September the Title 1 plan will be presented to the SLT of Gramercy Arts High School. In April of 2009 there will be a concluding debriefing contact with the parents. Parents are members that functions as the PA. This group will also assist in preparation of the Comprehensive Educational Plan.

The Parents responsibility

- As an involved parent, I will support my son/daughter by ensuring that they attend school daily and arrive to school on time.
- I will encourage my son/daughter to participate in at least one extracurricular activity.
- I will see information regarding my son's/daughter's progress by conferring with teachers, principals, and other school district personnel.
- I will attend district wide parent conferences and visit my son's/daughter's classrooms to discuss and participate in their education.
- I will communicate positive information regarding teachers, principals, and other staff personnel when discussing school with my son/daughter.
- I will encourage my son\daughter to follow the rules and regulations of the schools discipline code...
- I will encourage my son\daughter to dress according to the school's code.

The School's responsibility

- Gramercy Arts High School will solicit parent and community input (thought meetings, interviews, surveys, etc.) regarding the education of the student it serves.
- Gramercy Arts will offer flexible scheduling of parent meetings, workshops, school functions to maximize parent involvement and participation.
- Parent Coordinator will provide translations of written notifications and interpreters at parent conferences, parent meetings, and training sessions.

- Gramercy Arts will give assignments at least daily. Assignments will be an extension of what is learned in the classroom.
- Parents will be notified of school events in a timely, efficient manner.
- Training sessions/workshops on diverse topics and issues will be offered to parents and community members.
- The school building will be used to foster the growth and advancement of the community by being offered for parent training workshops, ESL classes, adult basic education classes, computer classes, etc., before during and after the regular school day.
- Gramercy Arts will convey instructional thrusts and initiatives to parents at school wide meetings and parent conferences.
- Gramercy Arts will inform parents of the individual achievement levels of students.

Student _____

Parent _____

Principal _____

Gramercy Arts High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Gramercy Arts High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Administration and staff gain access to students' scores on standardized exams. Teachers use data from various sources, periodic assessment tests, to study and item analyze students' performance on these standardized tests. These results will be used to predict future performance of students on Regents exams.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
All students are taking Regents exams at the culmination of their classes in respective courses. Freshman classes are given chance to take and pass Living Environment and Integrated Algebra Regents in June 09.

Regents Prep tutoring classes start 5 weeks prior to the Regents Exams. Student attending these prep classes get help with test taking skills and drill on content questions. Students are encouraged by school to achieve Advanced Regents' Diploma. Guidance Counselors provide the students with individualized attention to monitor their progress towards graduation and achieving higher level diplomas.

Also, see attached Student Task section of the Executive Summary Plan for Gramercy Arts High School.

- d) 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.

Credit Recovery; PM school and Regents prep tutoring classes are offered on ongoing basis to help students achieve local and state goals.

- o Help provide an enriched and accelerated curriculum.

See attached Student Task section of the Executive Summary Plan for Gramercy Arts High School.

- 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.

Academic intervention services will be provided to students in need of extra help and support. AVID classes will help students in the freshman cohort acquire academic and organizational skills that will help them bridge the achievement gap.

Counselors will provide students with individualized counseling sessions to provide them with emotional and psychological support.

College awareness and readiness workshops will be available to help students prepare for college. Guest speakers and college representatives will be invited to speak to the students and provide a good role model for underprivileged students.

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

3. Instruction by highly qualified staff.

Each teacher is fully certified by NY State Education Department in their respective subject area. Teachers continue to participate in professional development activities offered by the school, Department of Education and various Agencies to grow professionally and become more efficient teachers.

Also, see attached Evidence of Capacity section of the Executive Summary Plan for Gramercy Arts High School.

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.

Principal and Assistant Principal will regularly attend monthly meetings offered by the Empowerment School Network and the Manhattan Integrated Service Center. Teachers attend workshops and training offered at school and district level such as Kaplan workshops, technology (smart boards and other tech related trainings) and ARIS trainings. Staff attended a two-week workshop where they discussed school discipline plan, planning methodologies; Understanding by Design (UBD) and planned first unit in their subject areas.

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

Recruit teachers from Teaching Fellows, Teach for America and NYU and Teachers College at Columbia University graduates

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

See parent involvement plan on pages 22&23.

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.

NA

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.

Data Inquiry Team and Collaborative Team Planning during common planning time are integral pieces of the school vision to include teachers in the decision making process. Principal meets with teachers every Friday during common planning time to discuss progress of the school and areas of improvement.

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.

See attached School Culture section of the Executive Summary Plan for Gramercy Arts High School.

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The number of ELL's is 16, however these students are given and have a writing component that follows the SEC standards in all subject areas including the Arts. I have 2 ESL teachers who differentiate the SEC standards

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

Applicable Not Applicable

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

Since we are an Arts based school, we are having students write and present in these classes which is their motivational subject areas through speaking, listening and writing

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

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

Specific Math Alignment Issues:

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

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

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

Diagnostic assessment tools such as Acuity and Predictive assessment exams will be used to determine student progress in alignment state math strands. The Inquiry team has chosen to work with a selected group of students on reasoning skills and converting word problems into mathematical expressions. Ongoing analysis will be done for these students to monitor their achievements on the Regents.

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

Applicable x Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

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

We have been using the essential elements of instruction, with backwards planning. We also use Ramp-Up for our 9th grade students. We also have strands of the AVID and International Baccalaureate program. Acuity and Predictive assessments will also be used as a teaching tool.

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

Applicable Not Applicable

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

We have a huge effort to move away from teacher directed instruction, common planning time is the initial motivation time for teachers to plan together and observe each other for a higher level of instruction.

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

We still can use additional teacher workshops on Differentiated Instruction. We also are using Title IID grant to improve instruction

2B – Mathematics Instruction

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

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

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

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

Observations of math classes will focus on the implementation of independent work by the students and more experiential type of assignments. Math classrooms have been equipped with Smart Boards and Title IID technology methods to enhance the learning experience for all students in math classes. Math teachers will focus on asking students to verbally explain their answer not simply settling for the right answers from the students

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

Applicable Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We used 18b in the hiring process for the first year at Gramercy Arts High School

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

Applicable Not Applicable Since this is our second year, there was no turn over in staff.

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The teachers are satisfied with working on goals for this new Arts school.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our one ELL teacher attended all the professional development offered by the Department of Education. We had one other teacher trained for Wilson.

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

Applicable Not Applicable

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

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

NA

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We administered the LAB-R and NYSELAT, PSAT and (predicative test)

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We offered AIS and tutoring to assist these students for the Regent exams

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. If there is more professional development available for teachers, we will be happy to participate or intervisit other ELL programs.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

All staff working with Special Ed students have their own copies of IEP's. Common planning time is used to educate staff on how to use differentiated instruction in the classroom. Common Planning time also used for co-teachers to plan lessons. Common planning time will be used for professional development regarding how IEP (goals are created) and the role general education teachers have in IEPs. Professional development has been provided since Spring '09 continuing to Fall'09 on the collaborative team teaching model. All content area teachers are planning with the Sp. Ed teachers using several of the six models presented to them during professional development given by facilitators from Tweed.

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

Applicable Not Applicable

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

We are a 2nd year school that is working on succeeding with our CTT model

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

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

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

Please respond to the following questions for Key Finding 7:

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

Use of CTT program and co-teachers will help in the annual review process where IEP'S will be packed to meet the student's need. At High school level all students are traditional promotion criteria

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

Applicable Not Applicable

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

We are 2nd year school will determine our finding at the end of the school year

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) There are 12 students.
2. Please describe the services you are planning to provide to the STH population. Ceremonies and breakfast will be held for all temporary housing students to celebrate their accomplishments.
At risk individual and group counseling will be provided by guidance counselors.

Part B: FOR NON-TITLE I SCHOOLS

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Gramercy Arts High School					
District:	2	DBN:	02M374	School		310200011374

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			82.6	83.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			94.6	95.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			67.6	66.9
Grade 8	0	0	0				
Grade 9	140	146	165				
Grade 10	128	106	145				
Grade 11	59	71	85			14	15
Grade 12	56	77	66				
Ungraded	0	0	0				
Total	383	400	461			9	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		14	4
# in Collaborative Team Teaching (CTT) Classes	25	36	49	Superintendent Suspensions		9	4
Number all others	18	8	8				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	2	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0
# receiving ESL services only	20	12	TBD				
# ELLs with IEPs	0	5	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers		25	35
Number of Administrators and Other Professionals		4	4
Number of Educational Paraprofessionals		0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		14	42	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		32.0	37.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		80.0	85.7
American Indian or Alaska Native	0.5	0.8	0.0	% core classes taught by "highly qualified" teachers		80.0	85.7
Black or African American	50.4	45.5	46.9				
Hispanic or Latino	44.6	43.8	43.0				
Asian or Native Hawaiian/Other Pacific	0.8	2.3	2.6				
White	3.7	6.0	7.4				
Male	37.6	34.8	30.2				
Female	62.4	65.3	69.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	63.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.4	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:	17	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	37.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Gramercy Arts High School					
District:	2	DBN:	02M374	School		310200011374

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			82.6	83.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
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Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	140	146	165				
Grade 10	128	106	145				
Grade 11	59	71	85				
Grade 12	56	77	66				
Ungraded	0	0	0				
Total	383	400	461				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		94.6	95.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		67.6	66.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		14	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		9	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		14	4
# in Collaborative Team Teaching (CTT) Classes	25	36	49	Superintendent Suspensions		9	4
Number all others	18	8	8				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	2	0	TBD	Number of Teachers		25	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		4	4
# receiving ESL services only	20	12	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	0	5	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		14	42	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		32.0	37.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		80.0	85.7
American Indian or Alaska Native	0.5	0.8	0.0	% core classes taught by "highly qualified" teachers		80.0	85.7
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White	3.7	6.0	7.4				
Male	37.6	34.8	30.2				
Female	62.4	65.3	69.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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-----------------------------	--	---------	--	--	--	--	--

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	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	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 Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	vsh		
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	63.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.4	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:	17	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	37.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
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- = 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

**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 CFN 405	District 02	School Number 374	School Name Gramercy Arts HS
Principal Dr. Denise DiCarlo		Assistant Principal Fady Ishak	
Coach		Coach	
Teacher/Subject Area Vacancy/ELL Teacher		Guidance Counselor Laura Gensinger	
Teacher/Subject Area Dana Kraft/English		Parent Jose Albino	
Teacher/Subject Area Danielle Meyer/ Science		Parent Coordinator Richard Griffin	
Related Service Provider Erica Schaeffer		Other	
Network Leader Karen Ditolla		Other	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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		Total Number of ELLs		ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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 [\[see tool kit\]](#).)
4. 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.

5. 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.)
6. 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.

Paste response to questions 1-6 here

1. Each new admit into the school is given a Home Language Interview Survey which is administered in either English or Native Language (current home languages are Spanish or French). They are also given an oral interview in native language when required. The School Pupil Accounting Secretary contacts the following Pedagogues Mr. Demartino or Ms. Burgos (Spanish) or Ms. Kain (French) or Mr. Zynk (Polish) or Ms. Laratta (Italian) or Guidance Counselors (Laura Gensinger or Erica Schaeffer) and they explain the home language identification survey in the home language and do interview. The school aide (Lillian Delgado) can be used as translator for pedagogues. After family has reviewed document and completed the HLIS, the pedagogue reviews it and decides if child is potential ELL to administer Lab-R. School Pupil Accounting Secretary inputs this information into ATS. Each week the list of students eligible for the LAB-R is reviewed from ATS and students are tested within 10 days. The LAB-R test is hand scored by Pedagogues to decide appropriate ELL level if necessary and then submits the test for review. Once scores are input into ATS student is moved to appropriate ELL class if he/she was not already programmed for the appropriate amount of seat time. For NYSESLAT we review the RLAT each year and make sure students are appropriately placed in correct level ESL. Review of the four modalities has indicated that students are at intermediate or advanced levels in Reading and Writing. This information is given to ELL teacher.

One Pedagogue has been trained in the NYSESLAT administration. The testing for reading, writing and listening takes place over two days in the afternoon in a quiet location. Speaking is done individually as per NYSESLAT testing procedures. IEP accommodations are made and separate locations are provided. Additionally, a makeup day is set up to accommodate absent students.

2. Pedagogues explain the three different programs that are available based on parental choice, TBE, Dual Language and ESL. They are told that if we get 15 parents who choose one of the programs that we do not have we will open this class.

3. Entitlement letters are sent out during the first 30 days of school year. Parental Choice surveys were sent out to new families by September 30, 2010. Parent Coordinator Richard Griffin follows up with families to make sure surveys are returned. Additionally at first meeting with families or Parent Association Meeting (October), new families to NYCDOE are given parent survey or they are reminded to return it if they were already sent it.

4. At orientation and school meetings the importance of ELL services are reviewed with family in native language. Translations services are always available at school meeting, Parent Association Meeting and Parent/teacher conferences. School Pedagogues act as confidential translators when needed. Guidance counselors explain to families at orientation and October Parent Association Meeting about the importance of proper ESL placement and how students progress through high school to earn credits.

5. The school has only been in existence for the past 2 years. During this time we have met parent choice by offering an ESL program. We are a new high school so over the past year parents are keeping their children in the ESL program. Parents have said in conversation with Guidance Counselor they like the arts programs and so they like to have their child remain in the ESL program. Parents have also told Guidance Counselor that they feel that the child must get as much English as possible. All students are Intermediate or Advanced Level so this seems to be a good fit.

6. We service a 9-12 grade population and the majority of parents have completed the parental choice survey prior to arrival at the high school level, but the parental choice was ESL and we are meeting this need.

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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										5	5	3	0	13
Push-In														0
Total	0	0	0	0	0	0	0	0	0	5	5	3	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	4
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	0	0	0	6	1	2	7	1	2		13
Total	0	0	0	6	1	2	7	1	2		13

Number of ELLs in a TBE program who are in alternate placement: 0

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										5	5	3	0	13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	5	5	3	0	13

**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
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:	Hispanic/Latino:
Native American:	White (Non-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
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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										5	5	3		13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	5	5	3	0	13								

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.

- A.
1. We provide self-contained ESL classes which are ungraded and heterogeneous.
 2. We provide two ESL free-standing classes that meet 225 minutes a week. We have intermediate and advanced students so we meet the required time for all our students. Intermediate students receive 2 periods of ESL each day for 45 minutes for each class totaling 450 minutes each week. The advanced ESL students receive 1 period of ESL and 1 period of ELA for each day for 45 minutes for each class totaling 450 minutes each week.
 3. Students are programmed to get all high school credits that they are entitled to and are given the appropriate ESL/ELA minutes. All classes are taught in 45 minute periods. Some arts classes meet for a 90 minute block. These classes are offered to all ESL students. We are finding success and have seen our ESL students graduate with Regents Diplomas with in four years of high school.
 4.
 - a. We had two SIFE students who received the appropriate minutes of ESL and provided up to 90 minutes of tutoring weekly and

content teachers focus on differentiation of instruction and scaffolding to help with the writing and reaching in the different content areas.

b. All ELL students who have been in a US school for 3 years or less receive the appropriate number of ESL classes. Additionally, they are programmed for all the high school credits they would need to graduate. The content area teachers have been given glossary's to help students understand the material in both their native language and English. Additionally, the teachers on staff who speak the students Native Language are used as translators to help these new comers understand.

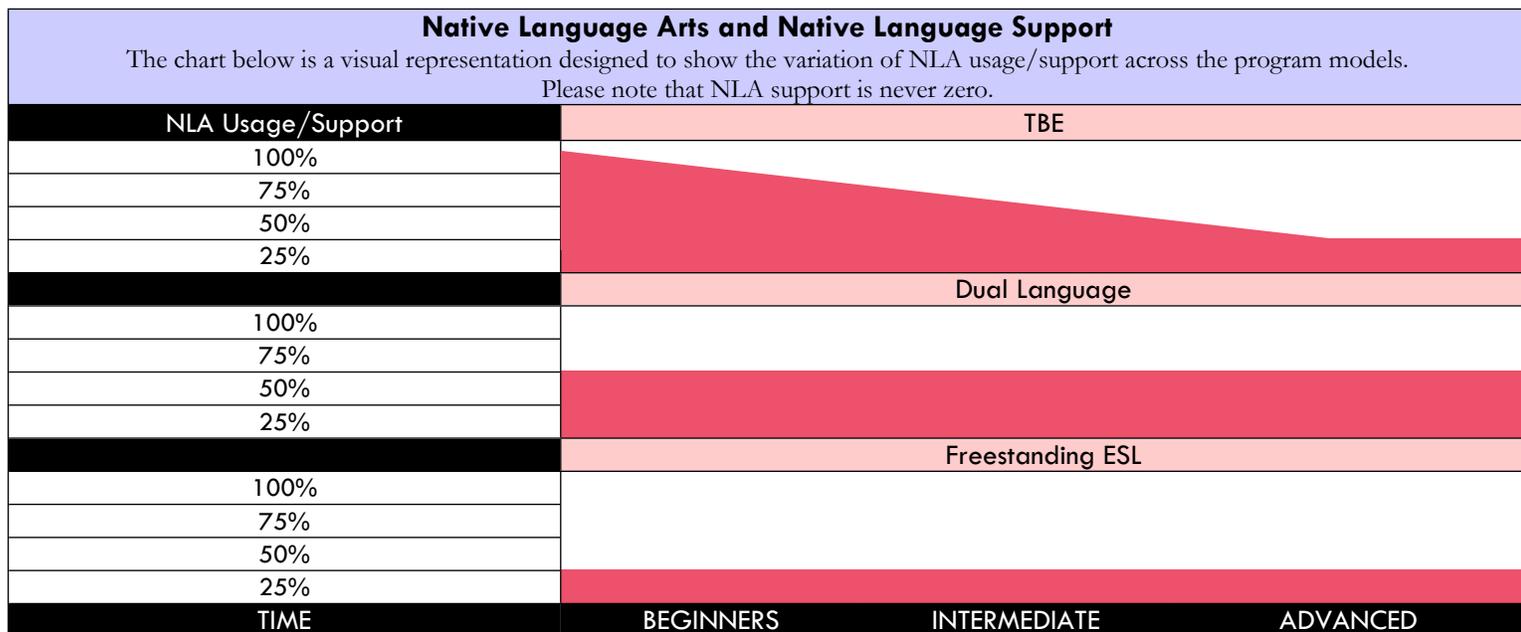
c. The students who have been in 4-6 years of ESL will receive up to 90 minutes of tutoring weekly to support their reading and writing skills. This time can be used as NYSESLAT preparation.

d. Long term ELLs will receive up to 90 minutes of tutoring to help with their area of need as per the most recent NYSESLAT test results. This tutoring will target their weaknesses and work to build up these skills which will allow them to move to Advanced and then Proficient Levels.

e. The ELL students who have been identified as having special needs receive testing modifications as per their IEP. Additionally, they are offered tutoring in both ESL and their content area teachers. This tutoring can be given by the ELA/ESL or Special Education Teacher. Chunking and scaffolding are used to help the students progress with their reading and writing abilities. Paste response to questions 1-4 [here](#)

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?

B.

5. We support our ELL students in weekly group tutoring for up to 90 minutes. When possible this is accommodated in the students' native language. We have on staff teachers who can accommodate Spanish and French which are the languages of current ESL and newly admitted students. Content area teachers use the data in ARIS to help work with the ESL students in the content area by scaffolding instruction and differentiating instruction.
6. We still provide testing accommodations at state testing time and also support students through small group tutoring for up to 90 minutes weekly to continue to support reading and writing skills.
7. We have used IDE to do PD which supports differentiation of instruction for all students. Specifically, advanced students who are in English 5 will be targeted for specific 90 minute tutoring block to help them pass the New York State Regent in English. Differentiation of instruction and writing and reading professional development. Use of Curriculum and test books which assist teachers in working with ELL students by providing ideas for differentiation and support.
8. Not applicable. We are not terminating any program.
9. All ELLs are offered exposure to the same after school activities and are afforded the opportunity to participate in all these. (21st Century After School Grant, Sports and Arts in the Schools Foundation, PSAL sports Teams).
10. Each classroom is equipped with a Smart Board which is used to support both Visual and Auditory Learners. This includes all ELL in content area and ESL classes. Additionally, students can get access to lap-tops and net books which provide them with an opportunity to work in their native language and increases their exposure to English Literature through the internet. Content is made comprehensible by providing dictionaries for students, utilizing students' knowledge in the classroom to assist each other, and performing activities encompassing listening, speaking, reading and writing. Materials include technology as well as standard texts in English.
11. Bilingual glossaries have been provided to all teachers. Science teachers provide the reference tables in the students' native language. Also we offer them opportunity to take state tests in native language (science or history or Math).
12. We give all ELL students equal access to the curriculum they must complete in order to graduate within 4 years. Kids are placed by age and are afforded the opportunity to get all credits necessary for graduation. This has allowed many ELL students to go on to become

proficient in English and also graduate high school.

13. We provide an Orientation to all new students in late August. At this orientation academics are explained and expectations for high school are explained. Families are given a tour of the school so that they have a better understanding of the spatial layout of the school. Translators are provided

14. We offer Italian language at both the beginning level (1st Year) and the advanced level (2nd year). The more rigorous 2nd year course may motivate our ELL students who often come in having already taken Italian or another Romance Language.

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)?

Not Applicable

D. Professional Development and Support for School Staff

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

1. The ELL teacher Vacancy will receive PD through our CFN network. While we wait to hire this position, the School Counselor or ELA teacher will receive training so that we are up to date on compliance and instructional support of the ELL students

2. Faculty is provided with list of ELL and Former ELL students through ARIS. They can use this data to help in instruction. Also a list of all the teachers who can translate into the different languages of the ELLs was provided to help the new students get all information needed in native language.

3. All Faculty members will be afforded the opportunity to attend PD which will support their teaching of ELL students. IDE provided PD on September 7, 2010 which supports differentiation of instruction. ELL students were a focus of this differentiation of instruction. Any work shop that is available on Nov 2nd and supports instruction of ELL will be available to Faculty and will count towards their 7.5 hours of ELL training as per the Jose P. Case. Additionally, the ESL teacher, when permanent and the Guidance

E. Parental Involvement

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

1. All parents are included and invited to every event and activity the school holds. This includes but is not limited to Parent Association Meetings, School Leadership Team, Parent/Teacher Conferences and school concerts. Translators are made available either by staff members or the translator service unit.

2. The school has a 21st century grant which provides free after school activities. This includes ESL tutoring on Mondays and Wednesdays. Additionally the school works with Learning Leaders which supports the college application process of ELL students and undocumented students.

3. Parents are surveyed at PA meetings and also all parents are provided the school Survey in their native language. The feedback from this survey is evaluated and any improvements in the school instruction or organization are considered.

4. Based on surveys we would like to provide training on PCs so that all parents can feel comfortable accessing the information available in ARIS and also on the school website.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										1	4	2	0	7
Advanced (A)										4	1	1	0	6
Total	0	0	0	0	0	0	0	0	0	5	5	3	0	13

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3	0	2	0
Math <u>Algebra</u>	10	0	6	0
Math <u>Geometry</u>	3	0	2	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	4	0	1	0
Living Environment	7	0	3	0
Physics	0	0	0	0
Global History and Geography	5	0	1	0
US History and Government	2	0	2	0
Foreign Language	0	0	0	0
Other				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- Aquity test is administered in the first 2 months of school to all 9th graders. This provides detailed analysis of student's weaknesses so that instruction can be differentiated to meet their needs and improve their skills.
- Due to the nature of our school being a new school (only 3 years old) we are still getting a very diverse academic group of students. The 10th graders are stronger overall in the modality of Listening/Speaking but this does not remain true for reading/writing. Last year the students who tested out of the LAB-R and NYSESLAT were consistently older students 10 or 11th grade students.
- Our students need much more support in the reading/writing modality. This will be supported through small group tutoring to specifically address these issues and also through incorporating strategies from WILSON reading and also scaffolding writing so that students become more skilled readings and writers and obtain proficient levels.
- Our students are opting to take the test in English. I see that they are not obtaining a good pass-rate. We should encourage our students to at least consider having the Native Language Test available for them as a guide in completing the English, or even encourage them to take in Native Language. This might help more students find success. Additionally, content teachers have been trained more thoroughly in scaffolding instruction and using differentiated learning which should support our ELL students with more success.
 - This year we will plan to use the ELL periodic assessments to help inform instruction. The test coordinator has been informed of this and is coordinatina this action. We plan to use Aquity or another computer based option that can help with sortina the data from the assessment.

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.

The ESL teacher from the 2009 school year left for a different job so this has left us with out a permanent teacher. We hope to have some one in place by Nov 1st, 2010.

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		