



INNOVATION DIPLOMA PLUS HS
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 03M404
ADDRESS: 145 WEST 84TH STREET
TELEPHONE: 212 724 20938
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M404 **SCHOOL NAME:** Innovaiton Diploma Plus HS
SCHOOL ADDRESS: 145 West 84th St
SCHOOL TELEPHONE: 212 724 2039 **FAX:** 212 724 2765
SCHOOL CONTACT PERSON: Casey Jones **EMAIL ADDRESS:** Cjones32@innovationdo.org

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Sean Turner</u>
PRINCIPAL:	<u>Casey Jones</u>
UFT CHAPTER LEADER:	<u>Sean Turner</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Katherine Lawson</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Shakeisha Cush</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** CFN403
NETWORK LEADER: Marisol Bradbury
SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Casey Jones	*Principal or Designee	
Sean Turner	*UFT Chapter Chairperson or Designee	
Katherine Lawson-Pridgen	*PA/PTA President or Designated Co-President	
Leonardo Blackman	DC 37 Representative, if applicable	
Shakeisha Cush	Student Representative	
Felix Castillo	CBO	
Anne Ames	Member/	
Keisha Moultrie	Student Representative	
	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.

The primary goal of IDP is for every graduate to be an *authentic learner*, gaining the analytical and social skills needed to excel in our ever-changing world, and truly become a citizen of the information age. We share and welcome the responsibility of educating every student that comes through the doors of IDP with instruction and structure that is differentiated, personalized and life changing.

The items listed below highlight key features that support students on their way to becoming authentic learners and graduates of IDP

Alianza Dominicana: Our school has a unique partnership with Alianza Dominicana, which supports the social development of students while providing and emphasizing student support services. A team of 5 Advocate Counselors (AC), each with a caseload of 25-35 students, work with students and families from the moment they are admitted in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family.

Intensive Attendance Outreach: Alianza Advocate Counselors collect daily attendance information and reach out to students and families. Once a student has been absent for a number of days without contact, a home visit is conducted to establish reason for absence and/or create interventions for student. In addition they communicate twice a week with the Network k provided attendance teacher to best plan attendance interventions.

Competency Based Grading: In each content area students are provided with the skills necessary to be successful in the course. With the support of the Diploma Plus coach teachers are provided workshop opportunities to develop instructional practices needed to utilize competency based grading. Students are provided with 6 progress reports throughout the year that identifies their overall attainment of competencies and progression.

Izone Credit Recovery. For the second consecutive year we have been selected to as participate in the Izone blended learning initiative. Our students will have the opportunity to participate so as to support additional credit attainment. As a school that has a heavy emphasis on technology our students all have access to laptops through out the school day

and teachers continually infuse technology into their curriculum. The use of technology allows teachers to create more asynchronous learning experiences, connect classes to the outside world, and prepare students for the technology they will be using in college and work.

Instructional Approach: Our approach includes a rigorous academic program; focusing on the use of Bloom’s Taxonomy as a teaching and assessment tool; the teaching of Learning Strategies for skills development, and the use of the Workshop Model for lesson development. Teachers in every discipline work to teach students not merely content, but the critical thinking skills they will need to be successful in college.

Accelerated Credit Accumulation: A 3-cycle structure (with the possibility of summer school based on individual student needs) from Sept-December, December-March, and March-June creates opportunity for students to earn a minimum of 15-18 credits per year. In addition to the I-zone blended learning and credit recovery all allow for accelerated credit accumulation.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT						
School Name:	Innovation Diploma Plus HS					
District:	03	DBN #:	404	School BEDS Code:	310300011404	

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	N/A	N/A	N/A				67.53		
Kindergarten	N/A	N/A	N/A						
Grade 1	N/A	N/A	N/A	Student Stability: % of Enrollment					
Grade 2	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Grade 3	N/A	N/A	N/A		N/A	N/A	80%
Grade 4	N/A	N/A	N/A				
Grade 5	N/A	N/A	N/A	Poverty Rate: % of Enrollment			
Grade 6	N/A	N/A	N/A	(As of October 31)	2007-08	2008-09	2009-10
Grade 7	N/A	N/A	N/A		N/A	N/A	
Grade 8	N/A	N/A	N/A				
Grade 9	N/A	N/A	N/A	Students in Temporary Housing: Total Number			
Grade 10	N/A	N/A	N/A	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	N/A	N/A	N/A		N/A	N/A	1
Grade 12	N/A	N/A	N/A				
Ungraded	N/A	N/A	143	Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total					N/A	N/A	0
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	N/A	N/A	0	Principal Suspensions	N/A	N/A	
No. In Collaborative Team Teaching (CTT) Classes	N/A	N/A	0	Superintendent Suspensions	N/A	N/A	
Number all others	N/A	N/A	12				
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	0
# in Trans. Bilingual Classes	N/A	N/A		Early College HS Participants	N/A	N/A	0
# in Dual Lang. Programs	N/A	N/A					
# receiving ESL	N/A	N/A		Number of Staff: Includes all full-time staff			

DEMOGRAPHICS							
services only							
# ELLs with IEPs	N/A	N/A		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	N/A	N/A	10
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	N/A	N/A	1
(As of October 31)	2007-08	N/A	N/A	Number of Educational Paraprofessionals	N/A	N/A	0
	N/A	N/A					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	N/A	N/A	10
American Indian or Alaska Native	N/A	N/A		Percent more than two years teaching in this school	N/A	N/A	6
Black or African American	N/A	N/A		Percent more than five years teaching anywhere	N/A	N/A	2
Hispanic or Latino	N/A	N/A					
Asian or Native Hawaiian/Other Pacific Isl.	N/A	N/A		Percent Masters Degree or higher	N/A	N/A	
White	N/A	N/A		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	N/A	N/A	
Multi-racial	N/A	N/A					
Male	N/A	N/A					
Female	N/A	N/A					

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" 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 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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

identification:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	N/A	ELA:	
	Math:	N/A	Math:	
	Science:	N/A	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**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native	N/A	N/A	N/A				
Black or African American	N/A	N/A	N/A				
Hispanic or Latino	N/A	N/A	N/A				
Asian or Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A				
White	N/A	N/A	N/A				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Multiracial	N/A	N/A	N/A			
Other Groups						
Students with Disabilities	N/A	N/A	N/A			
Limited English Proficient	N/A	N/A	N/A			
Economically Disadvantaged	N/A	N/A	N/A			
Student groups making AYP in each subject	N/A	N/A	N/A			

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.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	N/A	Overall Evaluation:	N/A
Overall Score	N/A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	N/A	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	N/A	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	N/A	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	N/A	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

Innovation Diploma Plus is a transfer high school that serves overage and under-credited students second year of existence. Many of our students enter the school with deficiencies in credit earned, exams passed and poor attendance history. In addition, the vast majority of our student populations are classified as economically disadvantaged. Below is a snapshot of where student are when they enter IDP and how they perform after one year at Innovation.

Credits Earned	Average credit total prior to entering IDP	Credits earned in one year after enrolling in IDP
Average	14.49	11.2

In January of 2010, a Regents item analysis was conducted to identify areas of growth for our student population. An analysis of the result indicated that our students had difficulty answering questions that required higher order thinking. The problem manifested itself in low performance on word problems in Math and Document Based Questions on the Social Studies Regents exam. This year we are working closely to align our professional development to address these identified areas.

What have been the greatest accomplishments over the last couple of years?

IDP has a welcoming atmosphere for teachers, students and parents. Staff and students are respectful, friendly and have created an atmosphere where success is valued. Students express a sense of belonging to the school as a result of the relationships they have developed with teachers and support staff. All occupants of the building (administration, staff and students) contribute to the positive school climate that speaks to our emphasis on

innovation. Our advisors and counselors perform home visits to students who are chronically late or absent so that we can support their development. In many cases the home visits give students and families the extra encouragement they need to get back on track. In addition, our advisory classes have been an integral piece of our school culture that has contributed to the development of positive peer and adult-student relationships. We have implemented an advisory structure that serves all students. Regular advisory sessions are scheduled, and provide a setting in which students develop connections to a key adult who holds high expectations for them, monitors their academic progress, and helps them navigate through high school and prepare for post-secondary education and careers. Our advisory classes address youth leadership, self-determination/perseverance, mutual respect, and the ability to resolve disputes (as well as other topics).

Academically we have made improvements in the following areas:

- For the academic year we made an active effort to improve reading and writing proficiency for all students. This year 68.9% (based on scholarship report data) of our student population received at least two credits in Social Studies and 95% (based on 2009-10 Self-Assessment Document) of students received at least two credits in English Language Art.
- For students who took the regents exam in January 2010 we accomplished the following pass rate
 - Social Studies 48% pass rate (65 and above)
 - English 57% pass rate (65 and above)
- For students who took the regents exam in June 2010 we accomplished the following pass rate
 - Social Studies 61.5% pass rate (65 and above)
 - English 83% pass rate (65 and above)

This year we will continue our emphasis to improve reading and writing as well as incorporating literacy and numeracy in all classes.

Student Graduation

In our first year we successfully graduated 25 students. These students entered innovation with a various levels of needs and our school community was able to support them in attainment of a High School Diploma. Below are some statistical facts of our graduate:

- 15 out of 25 graduates received a Regents Diploma
- 17 out of 25 were accepted to a two and/or four year college
- 3 out of 25 joined the workforce

What are the most significant aids or barriers to the school's continuous improvement?

One of the most significant challenges that we face is our population recruitment since unlike other transfer we recruit from all five boroughs. We do not use an encatchment school philosophy where we do not recruit solely from our zip code or community. In addition providing students with the courses that they lack with a small staff can sometimes be very challenging.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

The following bullets highlight areas that IDP will be focusing on for the 2010-11 academic year.

- Teachers will work on more authentic assessments that focus on project based learning
- Teacher will work within departments to identify needs assessment areas so that they can collectively develop and implement an intervention strategy
- Increase Credit Accumulation throughout the year
- Increase Parental involvement in the school community first during whole school events and then during smaller events
- Support student transition into post-secondary education opportunities

Teachers will be supported to help them develop curriculum and authentic assessments that focus on project based learning. To support teacher in this process teachers will be provided opportunities to work on the following components:

Instructional Delivery should include the following components:

1. A mini-lesson situated around the enduring question, objective, theme, skill, or key idea being represented in what student will think about or produce during that day's activities.
2. Small Group work that is situated around the gradual release model of responsibility (teacher models/student watch, teacher does with student, student do while teacher supports).
3. A wrap up activity that allows for critical reflection, dialogue or evaluation around the enduring question, objective, theme, skill, or key idea worked on.
4. Project based learning should be represented either in the course of one or several lesson within each unit.

Ongoing assessments should be represented by the following:

1. Students will meet and lead conferences with teachers every six weeks and discuss progress in units based on summative and formative assessments.
2. Each unit should include at least one comprehensive project (Authentic Assessment) as well as summative and formative assessments that measure the enduring question, skill, key idea and knowledge sets around larger themes.
3. Student rubrics based on subject area competencies must be understood and represented by both teacher and student evaluations of work produced in the unit.

AIS Support

After conducting an item analysis last year in Math and English, teachers meet with in departments to evaluate the course previously taught and examined ways to focus on area of need identified in the analysis. Teacher will be supported in developing strategies to help develop student skills in mastering regents.

Teachers will also developing on-line class resources that will allow students who struggle with attendance the opportunity to catch up. In addition they will be supported in the development of virtual math tutorials that will allow student to engage in the mini-lesson portion of the class if they did not attend. Teachers will also analyze students' previous Regents examinations and identify topics and competencies in which students require help. This will allow teachers to differentiate instruction for these students based on their prior performance on each of the topics and skill sets.

Improve Credit Accumulation

In order to support student with credit accumulation, the school uses a combination of several programs independent study courses, summer school and virtual course. There are also other ongoing programs, which are designed to help students to balance their social emotional development and their academic goals. These programs include AIS, case conferencing, advisory, Inquiry Team and collaborations with CBOs and colleges.

Students who are deficient in credits earned are offered Independent studies and/or online course in addition to their, full, regular schedules. This plan ensures that students are able to take the specific classes that they need to fulfill their graduation requirements. Summer School is offered to all students. Both credit recovery and newly assigned courses are offered during the summer. Courses that are needed are identified by the guidance counselor and the program chair and students are presented with their path to graduation. Classes are assigned for the months of July and August. Students are able to take newly assigned and/or credit recovery courses.

Parent Involvement

Members of our SLT discussed way to increase parent participating in the school environment. After discussing how the increase parent participating it was concluded that

parents would be more active in the school community if they were provided with resources that help their daily life. The SLT committed to developing a student parent workshop/retreat that would develop relationships within families. The school has set a goal of double parent involvement in PTA meetings and school events by June 2011. The school will employ a number of strategies to accomplish this goal. Strategies include, but are not limited to, student incentives (for parents who participate), parent incentives such as tickets to various activities, prizes and awards. Parents will also be encouraged to attend student award ceremonies, holiday shows, family nights, and parent appreciation ceremonies. In addition to parents attending functions, parents will be asked to volunteer their services at school events.

The parent coordinator will work alongside members of the PTA and SLT to produce parent newsletters that will inform parents of all activities. The newsletter will also include upcoming workshops designed for parents on topics such as college applications, health and fitness, and parenting skills. The newsletter will also include reminders and updates designed to encourage parents to attend all PTA meetings to voice their opinions.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

AIS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	Teacher will work in department on inquiry to identify 3 areas where students struggled on the Regents and implement an intervention strategy
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>By 5/11, 90% of teachers, will demonstrate the following:</p> <ul style="list-style-type: none"> • Use periodic assessment at the beginning and end of each course • Input data into a spreadsheet that is available to all staff • By 12/10, all department meeting agendas will include data from the periodic assessments as a tool for establishing context and measuring progress, reflected in their meeting minutes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Professional Development to analyze Data • Instructional support to incorporate strategies to increase support performance on regents exams

<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"> • Staff meetings will be used to discuss academic progress of students. • Case conference meetings will be used to discuss academic progress of individual students. • Individual Learning Plans are developed, and revised when appropriate (Midterm & end of each Term) • Student Progress Reports are distributed at midterm intervals, and report cards distributed at the end of each term • January Regents results analyzed to measure progress
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Subject/Area (where relevant):

Credit Accumulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase Credit Accumulation by having at least 50% of students obtaining 10 or more credits by of end of 2010-11 school year</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"> • Provide students with structure opportunities for credit recovery. Working in advocate teams, teachers and advocates with support students with attendance outreach and support services. • Evaluate Student Performance at the end of each Trimester to identify trends •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Credit Accumulation through credit recovery options <ul style="list-style-type: none"> ○ Compass Learning ○ Aventa Learning

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

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

- **Cabinet review of student progress**
- **Weekly teacher meetings**
- **Counselor-student meetings**

Subject/Area (where relevant):

Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Parental involvement in the school community by supporting a 50% increase Parent Participation for the academic year in meetings and other school events</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"> • Facilitation of Student-Parent Retreat (offsite and onsite) • Increase Parent attendance to PTA/SLT Meetings by 50% for the academic year • Provide Parent Workshops based on parent feedback and interest
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Food • Printing Supplies • Incentives • Printing material • Postage • Awards
<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"> • Monthly PTA Meetings Attendance • Attendance at School Events • Number of Parents Volunteers

Subject/Area (where relevant):

Student Support Services

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Support student transition into post-secondary education opportunities</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase in the number of students obtaining 75% or higher on the ELA and Math Regents by 10% through Saturday Academy and other Regents Prep initiatives • Conduct College Preparation Workshops afterschool to students slated to graduate during the 2010-11 school year • Creation of Google Doc to track students in their application process • Provide College Opportunities for Students on IDP Campus (via BMCC) and off campus (via John Jay College)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Tutoring (ELA and Math) • Graduation Path Creation (Guidance Team) • College Trips (CBO) • College Workshops (CBO) • College Now (Carla Cherry and Davinna Thrower)
<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"> • Weekly meetings with support staff (CBO and guidance) • Regents Analysis (Teachers by department)

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	20	24	NA	NA	38	NA	25	NA
10	50	52	NA	NA	82	NA	25	NA
11	50	55	NA	NA	74	NA	25	NA
12	15	18	NA	NA	17	NA	25	NA

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Students will receive writing support through afterschool support by English Department and through Digital Curriculum administered by Apex Learning</p>
<p>Mathematics:</p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service used Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as Apex Learning will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and Apex Learning will be used as reinforcement for students in need of additional assistance.</p>
<p>Science:</p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service used Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as Apex Learning will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and education software such as Apex Learning & gizmo as reinforcement for students in need of additional assistance.</p>
<p>Social Studies:</p>	<p>Small group and one-to-one tutoring will be the main methods of delivery of service used Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as Apex Learning will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and education software such as Apex Learning will be used as reinforcement for students in need of additional assistance.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>With the support of the CBO staff the school counseling program will ensure effective strategies are employed to meet stated student success and achievement. The CBO will provide proactive leadership which engages all stakeholders in the delivery of activities and services to help students achieve success in school. School counselors provide direct services to every student.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

TEMPLATE - MAY 2010

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.

Section III. Title III Budget

School: 03M404 BEDS Code: 310300011404

Allocation Amount: \$243.00		
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	\$243.00	(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)
TOTAL	\$243.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Using the DOE's translation services we translate documents as needed to our school community. We also keep the translation phone services open as an option during open school nights. Our diverse staff has contributed to our ability to have on site translators available as needed. Spanish, Greek, are among the languages spoken by several staff members. In addition we utilize applications such as rosetta stone to help community members with language acquisition.

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

Based on language surveys and data gathered at our intake interviews we have found that many of our families speak both English and Spanish at home. Our staff meets daily prior to the start of the school day and we discuss our students' academic status and needs. The school staff is aware of which students at the school come from homes where English is a foreign language, so that they are aware that sending materials home or reaching out to families will require translation or interpretation.

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.

Our translation policy requires that critical information going home to families or forms requiring signatures will be provided to parents within a week of the mailing of English materials. Whenever possible, we strive to conduct translations in-house with school staff and parent volunteers. For parents of students who speak languages not spoken by staff, we use the DOE's translation services.

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.

For parent-teacher conferences and other meetings between parents and school staff, we try to provide in-house translation by school staff. For parents of students who speak languages not spoken by staff, we use the DOE's translation line or request an on-site translator.

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>.

Our school will fulfill Section VII of Chancellor's Regulations A-663 by providing parents who require language assistance with translated copies copy of the Bill of Parent Rights and Responsibilities. We will post near a sign in the covered languages spoken by families of our school with information and availability of interpretation and translation services. We do not currently have parents who speak a language that is not covered.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	69,656	23,191	92,847
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,174		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3,482	*	
4. Enter the anticipated 10% set-aside for Professional Development:	10,000	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written

parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

SCHOOL PARENT COMPACT

The School Agrees	The Parent/Guardian agrees
to convene an annual meeting of Title 1 parents to inform them of the Title 1 programs and their right to be involved	to become involved in developing implementing evaluating, and revising the school parent involvement policy
to offer a flexible number of meetings at	to use or ask for technical assistance

various times, and if necessary and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting	training that the local school district or school may offer on child rearing practices and teaching and learning strategies
to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy	To encourage their child /children by inquiring about school work and progress in class(es)
to provide parents with timely information about their child's attendance and work habits in a respectful manner	to monitor our child/children's attendance at school, homework, and television watching
to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	to share the responsibility for improved student achievement
to deal with communication issues between teachers and parents through parent-teacher conferences at least annually, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities	to communicate with our child/children's teachers about their educational needs and to enter the building to discuss these issues in a respectful manner
to assure that parents may participate in professional development activities if the school determines that it is appropriate, e.g. literacy classes and workshops on reading strategies	to ask parents and parent groups to provide information to the school on what type of assistance they would like and/or need to help them to be more effective in assisting your child/children in the educational process

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

School Principal

Parent Teacher Association

Signature of Teacher

Signature of Parent/Guardian

Home _____

Parent/Guardian Telephone Number(s)

Date

Date

IDP PARENT INVOLVEMENT POLICY

The School Contends To...

- include parents in the development of activities funded by Title I by using the funds to provide workshops for parents in academic and social areas concerning students to ensure high performance of students;
- include parents in the development of funded programs via the School Leadership Team and Parental Involvement meetings;
- have available a flexible schedule for parents to attend meetings in the morning, evening, and on Saturdays;
- provide parents with a timely information about instructional programs, curriculum, performance standards and assessment instruments by backpacking flyers and posting posters around the school;
- increase the accessibility for participation of parents with disabilities and non-English speaking parents by holding the workshops and meetings in accessible areas with interpreters;
- and hold annual meeting which will be convened for parents of participating children in Title I programs to inform them of their rights and opportunities.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

The primary goal of IDP is for every graduate to be an authentic learner, gaining the analytical and social skills needed to excel in our ever-changing world, and truly become a citizen of the information age. We share and welcome the responsibility of educating every student that comes through the doors of IDP with instruction and structure that is differentiated, personalized and life changing.

Innovation Diploma Plus HS is currently in its second year and serving students between the ages of 16-20 located at 145 West 84th in the heart of the upper west side. Our community offers students many untapped resources such as: the Museum of Natural History, New York historical Society, the MET, Lincoln Center, Central Park. The strength our school revolves around providing students an opportunity to receive up to 18 credits a year using a Trimester model. In addition we have a LTW partnership with Alianza Dominicana that provides students with not only academic support but social emotional support as well, thus providing a wholistic approach. Our major need we discovered this year pertained to providing students with enrichment opportunities during the academic day. Many of our students have obligations outside of the school day which hinders their ability to participate in extracurricular activities. Thus we must create programs to meet these needs.

For the 2009-10 academic year we had 145 students; for the 2009-2010 academic year and has a projected register of 250 students for the 2010-11 academic year. Our student population is: 48% Male, 52% Female, 35% Black, 60% Hispanic, 2% Asian or Pacific Islander 2% White. The following features are specific to IDP:

Alianza Dominicana has 5 advocate counselors, each with a caseload of 25 students. The individuals are responsible for the academic and social development of their caseload. We have a Learning to Work (LTW) initiative program which focuses on

providing students with the following support: internship opportunities, job readiness training, and post secondary planning.

Class sizes are reduced to provide students with a 1:25 teacher to student ratio.

Our school runs on a trimester, which allows students to receive a minimum of 18 credits in an academic year. With the addition of a summer school opportunities students can receive more than 20 credits in an academic year. Our school uses competencies based grading which focuses on particular skills should know in a content area. The competencies are tracked using an online portal which allows students to track their progress and submit work online. On-line access allows students the opportunity to access course content online creating the opportunity for 24/7 learning. The iZone initiative allows for blended learning.

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

Please refer to Section V, Pages 14-16 (Annual Goals) and VI Pages 17-21 (Action Plans).

3. Instruction by highly qualified staff.

All instruction is delivered by highly qualified staff.

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.

Teachers, paraprofessionals, guidance and advisors all receive professional development on a weekly basis via our Diploma Plus coach on implementing the Diploma Plus model, curriculum development, authentic assessments, youth development, differentiated instruction, etc.

All staff is assigned to pertinent staff development offered by our SSO and are encouraged to seek professional development that fits their individual needs. The Principal attends PD provided by Diploma Plus, our ESO and our ISC. Parents are offered workshops involving tips on parenting, fitness, mental health, college applications and financial aid and are encouraged to request workshops specific to their individual needs.

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

As a second year school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open the school year with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population.

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

IDP will utilize a variety of strategies to increase parent involvement in the IDP community. Strategies/events that will be implemented are as follow:

- Parent-student retreat to support communication skills within families and inform parents of post-secondary options for students. This goal is to provide two windows for this event, Winter and spring trimester.
- Utilizing technology to bridge communication barriers for families.
 - Provide parents will IDP email account
 - Conduct workshops on how to use various tools such as email, Google application and Aris parent link

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

N/A

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

Teachers are included via Inquiry Team, departmental planning and collaboration sessions, and case conferencing.

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.

Refer to Section V, Pages 14-16 (Annual Goals) and Appendix 1 Part B, Page 25-26 (Academic Intervention Services Description)

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.

Alianza Dominicana is our primary partner that offers wrap-around services for our families in need, such as housing, adult ed, violence prevention services, counseling, etc.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			58,510	✓	14-21
Title I, Part A (ARRA)	Federal	✓			22,959	✓	14-21
Title II, Part A	Federal			✓	-----		
Title III, Part A	Federal			✓	-----		
Title IV	Federal			✓	-----		
IDEA	Federal			✓	-----		
Tax Levy	Local	✓			1,636,951	✓	14-21

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS
N/A

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

**NCLB/SED
Status:**

**SURR³ Phase/Group (If
applicable):**

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

School Under Registration Review (SURR)

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

2 Students

2. Please describe the services you are planning to provide to the STH population.
 - **Students who are in this situation will receive additional support from CBO staff. This partnership will assist these students in tutoring services as well as referral services in an attempt to find more permanent housing for this group.**
 - **Students will also be encouraged to sign up for medical services provided by the onsite clinic through St. Luke's.**
 - **Students will also receive counseling services to help support their social-emotional needs.**

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	INNOVATION DIPLOMA PLUS						
District:	3	DBN:	03M40	School		310300011404	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		0	0				NR
Kindergarten		0	0				
Grade 1		0	0	Student Stability - % of Enrollment:			
Grade 2		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		0	0				56.0
Grade 4		0	0	Poverty Rate - % of Enrollment:			
Grade 5		0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6		0	0			60.0	61.3
Grade 7		0	0	Students in Temporary Housing - Total Number:			
Grade 8		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9		53	46				2
Grade 10		49	89	Recent Immigrants - Total Number:			
Grade 11		14	78	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12		8	20				0
Ungraded		0	0	Special Education			
Total		124	233	<i>(As of October 31)</i>	2007-	2008-	2009-
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		0	0	Principal Suspensions			73
# in Collaborative Team Teaching (CTT)		0	6	Superintendent Suspensions			2
Number all others		15	15	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.		0	TBD				
# receiving ESL services only		0	TBD	Number of Teachers			10
# ELLs with IEPs		0	TBD	Number of Administrators and Other Professionals			1
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			91	% fully licensed & permanently assigned to this			88.9
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			30.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			80.0
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			86.7
Black or African American		36.3	33.5				
Hispanic or Latino		58.9	62.7				
Asian or Native Hawaiian/Other Pacific		2.4	1.7				
White		2.4	2.1				
Male		46.8	45.9				
Female		53.2	54.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

**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 CFN2	District	School Number	School Name Innovation Diploma
Principal Casey Jones		Assistant Principal Lorraine Gutierrez	
Coach		Coach	
Teacher/Subject Area Laszlo Kadar/Special Ed		Guidance Counselor	
Teacher/Subject Area Sean Turner/Special Ed		Parent Katherine Lawson-Pridgen	
Teacher/Subject Area type here		Parent Coordinator None	
Related Service Provider type here		Other type here	
Network Leader Marisol Bradbury		Other type here	

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	0
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	3

C. School Demographics

Total Number of Students in School	238	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	2.52%
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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.

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

ELL Identification Process – During student intake process parents and student engage in an informal conversation by the admissions committee. The conversation is conducted in English unless native language support is necessary. If home language is not clearly identified as English, trained staff then administer the Home Language Identification Survey (HLIS) which is available in nine different languages. Staff members who speak the native language of the student are used to assist in this process. Once the survey is completed, if it is determined that a language other than English is spoken in the child’s home, the student is scheduled to take the Language Assessment Battery-Revised (LAB-R). The individuals responsible for this process are school staff which includes members of the school’s Language Allocation Policy Team (LAP):

- Ruandy Melo – student support
- Kadar Laszlo & Sean Turner – Special Education Teachers
- Alex Serrao – Teacher
- Ybelka Medina
- Daiana Castillo – CBO site coordinator
- Felix Castillo – Counselor

The school ELL identification process will be reviewed annually to ensure that our process is efficient and supportive of potential ELL students. The committee will review student performance and parent feedback to gather information about process satisfaction.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Check all that apply	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	6

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	1			1			7			9
Dual Language										0
ESL										0
Total	1	0	0	1	0	0	7	0	0	9

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

C. Home Language Breakdown and ELL Programs

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

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

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

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										3	2	4		9
Chinese														0
Russian														0
Bengali														0
Urdu								0						0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	3	2	4	0	9

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.

Paste response to questions 1-4 here

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are advanced and intermediate who write in English in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school we strive to educate our students through engaging and relevant curriculum that acknowledges their life experiences .

Student prior knowledge is consistently evaluated in class through valuing their life experience. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

Innovation Diploma Plus HS only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance from our special education teacher who push-in two periods a week. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with online curriculum that provides additions opportunities for skill development

This subgroup of our school population will be given opportunities for additional language support during lunch, afterschool and before school during our academic intervention services program which runs prior to the being of the school day. For students who are approaching proficiency content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic

class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of Apex Learning program. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Apex Learning. Our diverse student body, which consists of 238 students, is primarily from the immediate community, some of which are second and third generation immigrants as well as students who have chosen to attend Innovation Diploma Plus High School after having experienced limited opportunities for success in a traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program. In addition our Special Education teacher is currently enrolling in the ITI program at CUNY City College of New York.

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

Native Language Arts and Native Language Support

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



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?

Paste response to questions 5-14 here

Innovation Diploma Plus High School uses a national small high school instructional model (heterogeneous) designed to support the social, cultural, emotional and academic development of over-aged and under-credited students. Within such a model, students who are identified as ESL, also receive daily instruction in English via a push-in model (ESL teacher co-teaching with content area teacher) and a pull-out model (Stand alone ESL class).

Presently we have 9 ESL students. In order to meet compliance standards, both students receive (daily) 55 minutes of standalone ESL instruction, (daily) 55 minutes of ELA instruction, and (daily) 55 minutes of instruction in Global History (using the push-in model-ESL and Content area teacher co-teaching). Since we only have 9 ESL students, we are not required to offer Native Language Arts Classes.

Within the national small high school instructional model used by the school, content area instruction is delivered in English to heterogeneous groups of students (no more than 25 in a class) using the following instructional elements: Competency based and standards aligned instruction, student-centered instruction, whereby the material is consciously and relevantly explained and connected to students' experiences, cultures, interests, backgrounds, and abilities, and whole-school teaching and learning strategies, such as literacy and numeracy across the curriculum, the workshop model, project and inquiry based learning, the 5 E method (a lesson planning structure which has students engage, explore, explain, elaborate, and evaluate), interdisciplinary thematic units, and common approaches to career and college readiness.

Instruction is differentiated based on student proficiency of content area competencies identified within each content area (see school wide instructional model and rubrics for each content area). Within such a model multiple exit and entry points are identified for the needs of ESL students and used within the completion of authentic assessments that demonstrate mastery of content areas. In addition, students with ESL

needs are given access to language glossaries and allowed extended time in completing assignments.

Innovation currently do not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a English teacher. These services will be provided via a PM school support program.

English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development Plan – We are currently supporting our Special Education teacher in attending ESL Professional Development offered outside of the building. In addition we are in the process of coordinating a visitation to our sister school Emma Lazarus Diploma Plus which serves a 100% ESL population. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. During the school year all staff was exposed to ESL best practices to incorporate in the development and delivery of instruction. In addition to the skills staff have developed from in house PD, staff members will have the opportunity to participate in QTEL training to further develop skills to support our ELL population.

At Innovation we believe that parent involvement is critical to student success. To help incorporate parents in our school culture the Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in multiple languages. As part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, IDP currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL

Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning.

Analysis of English Language Learners shows that they are all long term ELLs who receive special education services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

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?

Paste response to questions 1-4 here

Parent Choice and student placement- To support parents in the decision making process our school will implement a choice support structure. The parent coordinator will facilitate supporting parents in selecting the best program for their child. Parents will receive an information packet to inform the parents of students who are identified as ELLs with program options. Our parent team will also give parents a brief presentation on the ESL program the school currently offers and what programs are available citywide. Parents of student who are newly identified ELLs will receive an Entitlement Letter, a Parent Survey and Program Selection Form, and Placement Letter. Parents of ELLs who are continuing ELLs will receive a Continued Entitlement Letter informing them of the services they can receive. The timeframe to complete this process is 10 schools days from the completion of the intake process. Student placement will be based on consultation with parent's available programs available at the school and student current status. The goal of this policy to best support student in become English Proficient.

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
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	A													
	P													

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

Innovation Diploma Plus High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school is involved in the development, implementation of an assessment of Innovation's ESL program. We are committed to providing quality instruction to all our students.

We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist. Additional staff PD will include differentiated instruction and student culture. Our staff developments are structured to make staff aware of how their cultural differences can and have played a role in the classroom.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		

	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		