



THE HIGH SCHOOL OF ARTS AND TECHNOLOGY
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (03/MANHATTAN/M494)

ADDRESS: 122 AMSTERDAM AVE NEW YORK, NEW YORK 10023

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M494 **SCHOOL NAME:** The High School of Arts and Tech
SCHOOL ADDRESS: 122 Amsterdam Ave New York, New York 10023
SCHOOL TELEPHONE: 212-501-1198 **FAX:** 917-441-3693
SCHOOL CONTACT PERSON: Anne Geiger **EMAIL ADDRESS:** Ageiger@schools.nyc.gov

POSITION/TITLE: PRINCIPAL **PRINT/TYPE NAME: ANNE GEIGER**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stacey Bergin
PRINCIPAL: Anne Geiger
UFT CHAPTER LEADER: Lia Galeano
PARENTS' ASSOCIATION PRESIDENT: Felicia Mahmood and Flora Hildevert
STUDENT REPRESENTATIVE: Francisco Marcelino
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** 405
NETWORK LEADER: Karen Ditola
SUPERINTENDENT: _____

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Anne Geiger	*Principal or Designee	
Lia Galeano	*UFT Chapter Chairperson or Designee	
Felicia Mahmood Flora Hildevert	*PA/PTA President or Designated Co-President	
Edlyn Charles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Dan Dempsey	Community Coordinator/DC 37 Representative	
Francisco Marcelino Nadienka Morillo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Bryan Lewis	CBO Representative, if applicable	
Stacey Bergin	Chairperson/CSA	
Amanda Marsick	Teacher/UFT	
Ivone Morales	PA Treasurer/Parent	
Eidy Calderon	PA Recording Secretary/Parent	

(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 High School of Arts and Technology on the Martin Luther King Campus is in its ninth year of operation sharing the existing campus with five other schools. Conceived to redesign the former MLK High School, the school opened with 185 ninth graders who had attended middle schools in all five boroughs. The current register is at 605 primarily from low-income families; 71% qualify for free or reduced lunch.

All students are supported through advisory class. The advisory class uses a college preparatory curriculum that includes AVID's Road to College, Transition to High School, Peer Tutoring, and regularly scheduled college tours. The Advisory teacher monitors the adjustment to high school, academic progress, and well being of the students in addition to acting as a liaison to the larger school community. Advisory provides a forum for concerns, opportunities to discuss issues with their peers and a class to refine study skills. Opportunities for increased student empowerment, self-esteem and the building of leadership skills are areas of focus as well.

In 2004 we received a grant to start an AVID Program (Advancement Via Individual Determination). AVID is a nationally renowned college preparatory program which target students in the middle range of achievement (mid-Level 2 to Level 3 on ELA scores) The AVID profile seeks students who would be first in their family to enter college and who exhibit determination and accept challenges. We target approximately 75 incoming freshman each school year. AVID students have a high daily attendance (92%) compared to the school wide 83%, and have maintained over a 75% average. We are continuing to expand the program; it is now offered all incoming 9th graders the AVID elective/advisory. All AVID teachers and administrators received intensive professional development in year one and advanced training thereafter.

The National Honor Society was established in 2007 and enrollment is at 35 students. The students are required to maintain Honor Roll status (85% or above) and a commitment to community service. Projected enrollment for 2010-2011 is 80 students.

Last year, in response to our attendance rate, we applied for and received an AIDP grant from United Way. We have chosen to partner with The Door, a CBO located in downtown Manhattan. Through this grant we now have on staff a part-time social worker, parent-time parent liaison, and a full time learning strategist who work with our at risk students in the hopes of increasing their attendance rates, which in turn should raise scholarship within this demographic.

Currently, we collaborate with several community-based organizations, including The Door, Fordham University, John Jay and Hunter Colleges, POSSE, Smith College, Peer Health Exchange, and City Kids. We realize the need to make a concerted effort to involve more community

organizations in our program in order to increase services and opportunities for our students and families. In addition, we need to provide mentors and hands-on, real-world experiences for our students in the fields of the arts and technology. Rounding out our extra-curricular activities are several clubs and organizations such as, Chess, Student Council, and Mouse Squad. Sports teams include: Basketball, Track & Field, Volleyball, Wrestling, Baseball and Soccer.

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:	The High School of Arts and Technology				
District:	3	DBN #:	03M494	School BEDS Code:	310300011494

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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		82.1	83.9	82.5		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.2	96.2	84%		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		65.8	71.6	76.4		
Grade 8									
Grade 9	153	149	153	Students in Temporary Housing: Total Number					
Grade 10	166	198	176	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	149	136	155		2	2	4		
Grade 12	121	122	109						
Ungraded									
				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	590	605	593		9	16	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	33	32	28						
No. in Collaborative	40	41	43	Principal Suspensions	64	176	198		

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	27	35	32	Superintendent Suspensions	39	39	24
<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	230	313
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	61	58	46	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	10	10	11	(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	46	43	37
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	16	12	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	5
				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	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.3	0.5	Percent more than two years teaching in this school	59.6	62.8	89.0
Black or African American	34.6	37.4	38.8	Percent more than five years teaching anywhere	29.8	34.9	62.0
Hispanic or Latino	58.3	55.5	54.0				
Asian or Native Hawaiian/Other Pacific Isl.	4.2	3.5	3.7	Percent Masters Degree or higher	70.0	63.0	64.0
White	2.5	2.1	2.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	69.7	91.0	94.0
Multi-racial							
Male	65.6	66.3	68.0				
Female	34.4	33.7	32.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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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 ü)</u>	<u>Category (Check ü)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	x		
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 (ü)		Secondary Level (ü)	
	ELA:		ELA:	TBD
	Math:		Math:	TBD
	Science:		Grad. Rate:	TBD

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				TBD	TBD	TBD	
Ethnicity							
American Indian or Alaska Native				TBD	TBD	TBD	
Black or African American				TBD	TBD	TBD	
Hispanic or Latino				TBD	TBD	TBD	
Asian or Native Hawaiian/Other Pacific Islander				TBD	TBD	TBD	
White				TBD	TBD	TBD	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Multiracial							
Other Groups							
Students with Disabilities				TBD	TBD	TBD	
Limited English Proficient				TBD	TBD	TBD	
Economically Disadvantaged				TBD	TBD	TBD	
Student groups making AYP in each subject				TBD	TBD	TBD	
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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
	71.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	13.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.0	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?
-

A major area of concern has been how best to address the literacy needs of our ninth graders so that they can achieve success in all subject areas. Our current strategies for improving instruction and student performance in English Language Arts include the implementation of the “Rewards” literacy program. Our ELA curriculum in tenth grade is based on the principles of a balanced literacy program. The classrooms are structured, whenever possible, as reading and writing workshops. Staff development is facilitated by the Assistant Principal who provides teachers with instructional strategies and an organizational framework for Language Arts instruction.

The workshop format is comprised of three components: teacher-led mini-lessons on technique, craft and grammar; activity time during which students practice the introduced reading or writing skill; and, “sharing” time which also includes reading of their own work, conferencing and peer editing. Professional Development in Literacy has targeted reading and writing skills across the curriculum and has addressed the ways to provide support to Special Ed and ELL students. In addition, literacy is reinforced through our Technology program. Technology skills are infused into all curricular areas through the use of in-classroom computers, a mobile laptop labs and stand-alone Technology classes. Classroom libraries, small class sizes (budget permitting), extended time for ELA/Literacy classes and the assignment of a full-time coach will further support literacy instruction.

The student performance trends for the 2007 cohort in ELA are as follows:

- 45% of our ELL students in the 2007 cohort have not passed the ELA regents exams.
- Passing rate on ELA overall is 62% (65 or above)

Our greatest accomplishments over the last year:

- Number of ELA regents recovery classes has decreased 50%
- 85% ELLs are sitting for the ELA exam on the first offering

The student performance trends for the 2007 cohort in mathematics are as follows:

- Scholarship rate for Math (2007 cohort) is 67%
- 61% of students have passed the Math A

Our concern has been how best to address the low numeric skills of most of our students. The NCLB report shows that 34% of our students do not enter high school with on-grade level math competency. For four years we were approved to use the College Preparatory Mathematics curriculum. The CPM Math curriculum features students working together in study teams as a major part of their daily class work.

As a Title I school, we face many obstacles that impede continuous school improvement:

- LTA students at 5.5%
- Low performance levels of incoming 9th graders: ELA, Level 1 and Level 2 – 49%
MATH, Level 1 and Level 2 - 25%
- Male/female ratio 68% : 32.%
- Number of Special Education students at 17%
- Students lacking number sense
- Students unable to perform operations with signed numbers

In order to address several of these obstacles, the school community has responded by increasing the availability of academic intervention services to 9th graders. Taking into account that the adjustment from middle school to high school is a challenging one for most students and that, traditionally, ninth-graders experience a high failure rate and need intensive interventions to help build skills, a variety of strategies have been developed to address student needs through short- and long-term interventions. Academic Intervention Services are provided to meet the needs of all students who require additional assistance in their subject classes. An intensive after-school tutorial program has been in place since 2002. In September 2009, we began to offer extended day for 37 1/2 minutes on Monday, Tuesday, Wednesday, and Thursday for 9th and 10th graders. PM school serves all 10th, 11th, and 12th graders and follows the 10th period extended contractual time. Students, who have failed regent exams in English, science, math, or history, are mandated to attend. Letters and calls are routinely made to the homes of students with poor attendance. “School Messenger”, an automated calling system, has been in place for two years. Calls are made on a daily basis to report absenteeism.

Report cards are distributed three times a semester, and advisory teachers meet with the parents of students failing two or more subjects. Grades are annualized in order to allow students to show improvement through the year. The Saturday Academy, started in February 2004, addresses the needs of our struggling learners. Approximately fifty students are recommended to attend for tutoring and remediation in English, math, science, and social studies, for regent’s preparation and credit recovery. Saturday school will continue this year if funding permits.

The guidance counselors meet individually and in small groups with all students to prepare Academic/Career Planning Portfolios that include information about promotion and graduation requirements, credit accumulation, and Regents exam requirements. In addition, our counselors provide intensive guidance and support services to assist students who are experiencing social and

emotional issues that are impacting on their ability to achieve academically. While they meet individually with students who have serious social and emotional problems, they are also in frequent touch with their parents and refer them to outside agencies when warranted.

Professional development is considered critical to the success of our program. The Cabinet for Instruction meets every Thursday from 4:00 – 6:00pm. In addition, administrators and teachers meet during CPT, which is programmed 8th period for the entire staff. During common planning time the staff meets to exchange ideas on teaching strategies and best practices, authentic assessments, literacy strategies across the curriculum, and to design interdisciplinary units. Case conferencing about students is also a key part of our effort to understand and serve the needs of all of our students. It is understood that in a small school, all staff members are committed to the vision, mission and learning approach of the school.

The High School of Arts and Technology will take a continuous improvement, data-driven approach to improving student performance, using a variety of assessments to identify and address student needs and to target areas for growth on a continuous basis. The CEP for 2010-2011 will reflect a concerted effort and specific plans to address the literacy needs of incoming ninth graders and provide a challenging tenth-grade program that will continue to foster the development of critical thinking skills and prepare students to pass the Integrated Algebra Regents, the Living Environment Regents and the U.S. History Regents examinations. Class-room libraries, interdisciplinary strategies, team-teaching, early interventions, guidance and advisory support, and an intensive after-school academic program (AIS), funded through State AIS funding, will support continued literacy efforts and Regents preparation. The MLK Campus schools have just completed the installation of a campus-wide library and hired a licensed librarian. We will again introduce a Saturday Academy instructional program (funded with State AIS resources coupled with Title 1 funding), which will enable students to enhance, enrich and extend skills and abilities acquired during the daily and after-school programs. The Saturday Academy program, pending funding, will continue to give students an opportunity to get extra help and will be planned to also include inquiry-based instructional and projects that will be built around themes and topics being taught in regular subject classes.

Arts and Technology is designated as a “Title I School Wide Program” which allows school programs to use Title I monies for enrichment and remediation programs for all students and to increase parental involvement. All students are offered academic intervention and support services (AIS) in the major core curriculum classes in the PM school program, which operate Monday through Thursday from 3:50 PM – 5:50 PM, Friday from 3:15-5:15PM, and on Saturdays from 9:30 AM – 1:30 PM. During this time, students can receive additional assistance and tutoring with their classroom teachers in the subjects they are at-risk for failing. In addition, students have access to the computer lab to complete projects/assignments. A Peer Tutoring Program, through the National Honor Society, will continue to be developed and implemented.

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.

Goal #1:

By June 2011, we will increase the overall scholarship of our the lowest third by 3% in English and Math.

Our lowest third, citywide, enters grade 9 at Level 1 and Level 2. Many of our students are reading at or below a 5th grade level. Almost 10% of the lowest third need immediate targeted intervention in Math and Literacy skills in order to close the achievement gap in one year.

Goal #2:

By June 2011, we will increase parental engagement in the Progress Report by 1%

- Increase Engagement score on the Progress Report by 1%
- Increase Parental Attendance at P/T Conferences in the Fall and Spring by 10%
- Increase Parental Attendance at school events, including PA meetings by 5%

Goal #3:

By June 2011, the number of teachers and students using various forms of interactive technology in the classroom (through mini-lessons and presentations) will increase 15%

With an ever changing technologically advancing world, teachers have to keep up with their students. Students expect that the most recent and relevant technology will be used in the classroom. When infused into instruction, students gain skills that translate into preparation for success beyond the classroom. According to our survey results from September, 20% of our faculty integrates technology into their lesson planning (Internet, Smart boards, Power Point presentations...). Since September, we have had several professional development workshops on technology use in the classroom. We have provided our faculty with laptops, computers in their classrooms, LCD projectors, Smart Boards, and more. During January Regents week, we will administer another survey to the faculty regarding technology use in their lesson planning. We will also administer the technology survey to teachers in June to insure that we have met our goal.

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): English and Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will increase the overall scholarship of our the lowest third by 3% in English and Math</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"> ➤ Performance Series testing and ARIS data will be shared with dedicated staff for this group ➤ Classroom websites will share resources on Edline (an electronic grade book and resource cabinet) ➤ Teachers will continue to use Edline to share progress reports with students, other teachers, and parents ➤ Literacy coach and Math coach work directly with staff co-teaching, modeling lessons and working with individual students ➤ Teachers’ trainings will include Study Groups to evaluate student work and target instruction ➤ ELA, ELL and SPED teachers will receive on-going professional development in reading assessment methods, in using appropriate texts and the leveling of texts to match student reading levels, and in explicit teaching of writing ➤ Ongoing PD for all content area teachers in literacy skills for struggling readers and writers ➤ Continue training teachers in ARIS to evaluate and interpret assessment data ➤ Use ARIS to identify levels of student performance in order to differentiate instruction ➤ Continue with school wide implementation and support of AVID (Advancement VIA Individual Determination) teaching strategies ➤ Develop intervention strategies to increase pass rates on Regents’ exams

	<ul style="list-style-type: none"> ➤ Continue training Advisory teachers in transcript review and scholarship reports
<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>	<p>Scheduling:</p> <ul style="list-style-type: none"> ➤ Schedule 9th and 10th grade Level 1's and low level 2's with highly qualified teachers and experienced teachers ➤ Mandate extended day (period 9.5) for all 9th and 10th graders ➤ Implement Rewards Writing Program for 9th graders ➤ Target additional intervention with AIS after-school programs in reading/writing/mathematics ➤ Saturday school for credit recovery and test prep ➤ Weekly meeting with guidance counselors, teachers/advisors, and AP ➤ AVID elective for each targeted group – including all 9th and 10th graders <p>Funding:</p> <ul style="list-style-type: none"> ➤ Per-session allocation for after-school conferencing, extended tutoring ➤ Per-session allocation for Saturday school ➤ C4E funds for AIS services ➤ Edline site license ➤ Title III funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Extra credit acknowledgement in the School Progress Report (Closing the Education Gap) ➤ Monthly assessments will provide data for us to examine ➤ Teachers will examine data a bi-monthly meetings ➤ Increased scholarship rate ➤ Rising scores on Regent exams ➤ Increased attendance

Subject/Area (where relevant):

English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will increase the overall regents pass rate for ELLs by 3%</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">➤ Teachers will design lesson plans with targeted objectives, specific strategies, differentiated practice, and assessment to meet the needs of our ELL population➤ Teachers will use collected data based on identified objectives and adjust pacing or strategies to support student progress on weekly basis➤ Teachers will infuse best practices from PD into their daily lesson plans➤ Overall regent pass rates will increase by 3% by June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing:</p> <ul style="list-style-type: none">➤ Monthly PD designed and facilitated by the ELL lead teacher➤ Targeted subject specific PD for all teachers of ELLs➤ Hire an ELL expert to provide training for teachers➤ Lesson and Work Study groups lead by teachers in each department with an focus on the needs of our ELL students <p>Scheduling:</p> <ul style="list-style-type: none">➤ Daily Common Planning Time➤ Monthly Professional Development time➤ A.P. consultation meetings with ELL lead teacher➤ Coverages for department intervisitations➤ Coverages and release time arranged for teachers to participate in ELL training <p>Funding:</p> <ul style="list-style-type: none">➤ Title III Funding for PD consultant➤ Title I funding for per-session for PD opportunities➤ Title III funding for materials for Afterschool/Saturday ELL Academy➤ Title I funding for per-session for Saturday ELL Academy and afterschool tutoring

<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"> ➤ Teachers are using data to make instructional decisions (Teacher made assessments, standardized tests, Performance tests) ➤ Increased pass rate of 3 % on the January 2011 regents in ELA and Global History ➤ Increased overall regents pass rate by 3% in June of 2011
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Subject/Area (where relevant): Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will increase parental engagement in the Progress Report by 1%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Staffing:</p> <ul style="list-style-type: none"> ➤ Parent Coordinator (from School and The Door), and the Community Coordinator <p>Scheduling:</p> <ul style="list-style-type: none"> ➤ Increase frequency of Principal’s Newsletter ➤ Monthly communication of student progress ➤ School Messenger” for daily attendance, announcements and initiatives ➤ Parent Workshops on promotion criteria, student learning styles, Expectations, College and career planning ➤ Looking at the Progress Report ➤ Curriculum and Assessment workshops ➤ Looking at student work using a protocol ➤ Parent awards: Attendance, volunteering, general school support ➤ School Quality Review self-assessment workshop

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of Resources</p> <ul style="list-style-type: none"> ➤ Allocate Parent Coordinator time for outreach/ writing ➤ Allocate school aide time to build up and up-date parental e-mail list ➤ Recruit PTA expertise ➤ Use of Translation Unit ➤ Provide funding for light refreshments, postage, clerical and performance \$6000
<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"> ➤ Evidence; Sign-in sheets, PA Agendas, and School-created Parental Communication and Engagement Survey. ➤ At the end of the year we will examine the Learning Environment Survey.

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of teachers and students using various forms of interactive technology in the classroom (through mini-lessons and presentations) will increase 15%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Staffing:</p> <ul style="list-style-type: none"> ➤ Computer Technology Specialist – Full Time ➤ Data Specialist – After School ➤ 5teachers engaged in Smart Board Training ➤ Mouse Squad – 15 students ➤ School Aide

	<p>Scheduling:</p> <ul style="list-style-type: none"> ➤ Regularly scheduled training during CPT (8th period, entire school) ➤ Small teacher groups will exchange best practices and turn-key strategies to whole faculty ➤ Visit technology themed schools, i.e., the iSchool ➤ Plan classroom intervisitations ➤ Push-in by tech specialist who will model best practices ➤ On-site training by Smart-Board in November, January, and March
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of Resources</p> <ul style="list-style-type: none"> ➤ Funding for Full Time Tech Position ➤ Per Session funding for PD afterschool ➤ Smart-Board training fees ➤ Mouse Squad enrollment fees ➤ Equipment: Smart-boards, Classroom computers, LCD projectors, hand-held student response systems
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ➤ Evidence of technology based lessons through classroom observations ➤ Increase in teachers' mastery of learned classroom technology strategies ➤ Increase in teacher led professional development

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	75	60	60	60	35	0	0	2
10	65	55	55	55	24	0	0	0
11	25	35	35	35	22	0	0	1
12	20	25	25	25	15	0	0	1

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ▪ 43 minutes skill-based instruction 2x's a week using <i>Rewards Comprehension</i> program ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday School ▪ Credit Recovery classes for grades 10, 11, and 12 (during school) ▪ PM School Credit Recovery for grades 10, 11, 12 (Twice a week, 4 hours)
Mathematics:	<ul style="list-style-type: none"> ▪ 43 minute skills-based instruction 3X's /week ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school Tutoring ▪ Saturday School ▪ Credit Recovery classes for grades 10, 11, and 12 (during school) ▪ PM School Credit Recovery for grades 10, 11, 12 (Twice a week, 4 hours)
Science:	<ul style="list-style-type: none"> ▪ 43 minute science skills-based instruction 2 X's/week ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday school ▪ Credit Recovery classes for grades 10, 11, and 12 ▪ PM School Credit Recovery for grades 10, 11, 12 (Twice a week, 4 hours)
Social Studies:	<ul style="list-style-type: none"> ▪ 43 minute Social Studies skills-based instruction 3 X's/week ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday School ▪ Credit Recovery classes for grades 10, 11, and 12 ▪ PM School Credit Recovery for grades 10, 11, 12 (Twice a week, 4 hours)

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ▪ Individual counseling ▪ Group counseling ▪ Parent outreach ▪ Academic Counseling ▪ Referrals
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ▪ Evaluations
At-risk Services Provided by the Social Worker:	None
At-risk Health-related Services:	<ul style="list-style-type: none"> ▪ Partnership with St. Lukes Hospital (on-site) ▪ Peer Health Exchange

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) 9-12 _____ Number of Students to be Served: 64 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

The High School of Art and Technology offers a Freestanding ESL Program. Our program consists of 37 English Language Learners. The majority of our English Language Learners (ELLs) speak Spanish. A small percentage of students speak French, Tibetan, Arabic and Chinese. There are 3 ESL classes. The classes contain students of mixed grade levels and mixed fluency levels from newcomer to advanced language proficiency. There are up to 20 students in each class.

ESL Program:

- Content area teachers are provided with a list of ESL students and their fluency level. Content area teachers are provided with NYSESLAT scores and supported by the ESL Department.
- Beginner students receive three periods of ESL per day, intermediate students receive two periods of ESL per day and advanced students receive one unit of ESL and one English Language Arts, as per CR Part 154 requirements.
- ESL instruction is aligned with the NYS Learning Standards for ESL and the goal is for success of the ELLs and subsequent placement in mainstream classes.
- Regents preparation courses (ELA Regents) are offered to all juniors and seniors in their advanced ESL classes.
- ESL instruction is provided by fully certified ESL teachers.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs.

Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies). Saturday school is provided for ELL students to prepare them for NY State exams and further support in academic subjects. Students are supported in all subject areas.

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.

Professional Development is on-going with our staff. Best practices are shared formally at professional development workshops during the school year. Our ESL teacher is encourage to attend outside PDs during the school year.

Section III. Title III Budget

School: The High School of Arts and Technology BEDS Code: 310300011494

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Professional staff, per session, per diem (Note: schools must account for fringe benefits):	\$7,483.50	150 hours of per session of after school drama class and regents Saturday school programs
Purchased services - High quality staff and curriculum development contracts.	\$1,450	Professional conferences, PD contracts
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,345	Leveled reading books, dictionaries, work books for Saturday program
Educational Software (Object Code 199)	\$958.50	Rosetta Stone language development software packages for after-school program
Travel	\$42.00	Travel expenses to conferences and PD contracts.
Parental Involvement	\$989.00	Parent literacy and technology education workshops and awards dinner.
Trips	\$1,732	Trips to see ESL theatre and Broadway theatre.
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

This information is obtained through initial interviews, ATS data, and through informal student information. The largest sub-group in our school is Spanish speakers.

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.

Highest need is translation of school generated letters and notices in Spanish – 18% of our families speak Spanish at home. These findings are reported to our SLT, at Parent-Teacher Conferences, and through newsletters.

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.

We will use in-house staff with Spanish literacy skills to translate documents whenever possible and use Per Session funding. We are fortunate enough to have a teacher who is fluent in French and she supports our students from the Ivory Coast. Being that some NYC DOE documents are available in Spanish and other languages, we try and use as many of those documents as possible. If a teacher needs a

document translated, they speak with the Assistant Principal. At parent-teacher conferences oral translation is made available by staff members.

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

Oral interpreters are available through our staff members in Spanish and French. When the need arises, a student who speaks a language other than Spanish or English can aid with interpreting.

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>.

The school supplies Regent Exams in a student's native language. Translation services are available when necessary. Dictionaries, glossaries and texts are available to students in a variety of languages.

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:	440,386	136,245	576,631
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,403	1,362	5,765
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,019	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,018	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **94%**
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.

Teachers are advised of the resources available through the Department of Educations tuition reimbursement program. Teachers who are not considered “High-Quality” are targeted for these resources and encouraged to use them in order to fulfill their certification requirements.

* 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 INVOLVEMENT POLICY

The High School of Arts and Technology and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will help the children achieve the state’s high standards.

This School-Parent Compact is in effect during school year 2008-2009

- a. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL’S PARENT INVOLVEMENT POLICY AND GOALS.

How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to provide the most concerted, team driven effort at raising the success rate of our children here at The High School of Arts and Technology. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our cultivating of outside relationships (New York City Opera, L.E.A.P. Learning Extended through the Arts Program), Guggenheim Museum, numerous events (Parent Teacher Conferences, Financial Aid Workshops, Special Education Information Sessions, AVID Night, ELL Parent Evenings, Pot-Luck Dinner, and our Annual Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).

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

The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The PTA has been steadfast in its efforts towards soliciting bilingual parents as “*class parents*” to continue fostering better communication between the teaching staff and families, targeting our Hispanics speaking families. All parent teacher conferences have an evening component for parents who must work during the school day. Through our advisory program, parents are able to make alternative plans to meet with their child’s advisor who through the relationship forged with their advisee, is able to speak intelligently on advisee’s progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.

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

Aside from the constant interaction between advisors and the families of their advisees, we have School Messenger automated phone service (calling for attendance issues and school events), and phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child a school calendar that lists all school/regional/city testing and events, and in both English and Spanish, to take home to parents. Calendars are also mailed to homes. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

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

The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meetings and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the initial Title I SWP application, the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan.

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

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. In terms of our parent involvement goals for next year, we have established the following two indicators for success:

- **Parent attendance at monthly PTA meetings will increase by 5% by June 2009.**
- **Parent volunteers in the school program will increase by June 2009.**
- **Parent Learning Environment surveys will be returned by an increase in 1% over last year.**

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

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Conversations have taken place, through out the school year, consistently focusing on the development of a document that clearly states our vision of how the Parent body of the High School of Arts and Technology believes it can support the success of our school and inherently our students.

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

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

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

SCHOOL PARENT INVOLVEMENT POLICY

The High School of Arts and Technology and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will help the children achieve the state's high standards.

This School-Parent Compact is in effect during school year 2010-2011

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

How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to provide the most concerted, team driven effort at raising the success rate of our children here at The High School of Arts and Technology. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our cultivating of outside relationships (New York City Opera, L.E.A.P. Learning Extended through the Arts Program), Guggenheim Museum, numerous events (Parent Teacher Conferences, Financial Aid Workshops, Special Education Information Sessions, AVID Night, ELL Parent Evenings, Pot-Luck Dinner, and our Annual Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).

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

The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The PTA has been steadfast in its efforts towards soliciting bilingual parents as “class parents” to continue fostering better communication between the teaching staff and families, targeting our Hispanics speaking families. All parent teacher conferences have an evening component for parents who must work during the school day. Through our advisory program, parents are able to make alternative plans to meet with their child’s advisor who through the relationship forged with their advisee, is able to speak intelligently on advisee’s progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.

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

Aside from the constant interaction between advisors and the families of their advisees, we have School Messenger automated phone service (calling for attendance issues and school events), and phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child a school calendar that lists all school/regional/city testing and events, and in both English and Spanish, to take home to parents. Calendars are also mailed to homes. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

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

The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meetings and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the initial Title I SWP application, the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan.

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

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. In terms of our parent involvement goals for next year, we have established the following three indicators for success:

- **Parent attendance at monthly PTA meetings will increase by 5% by June 2011.**
- **Parent volunteers in the school program will increase by June 20, 2011.**
- **Parent Learning Environment surveys will be returned by an increase in 1% over last year.**

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

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Conversations have taken place, through out the school year, consistently focusing on the development of a document that clearly states our vision of how the Parent body of the High School of Arts and Technology believes it can support the success of our school and inherently our students.

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

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

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.

This was addressed in the Needs Assessment.

2. Schoolwide reform strategies that:

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

- Rigorous Content Curriculum
- 90 Minutes of Literacy
- PM School
- Saturday Academy
- Credit Recovery Classes

II. Use effective methods and instructional strategies that are based on scientifically-based research that increase amount and quality of learning; help provide an enriched and accelerated curriculum; meet the educational needs of all students including target populations; and are consistent with NYS and NYC standards.

- Standard based curriculum
- Differentiated instruction
- PM School
- Saturday Academy
- 37 ½ Minutes, 4 times weekly, for at-risk 9th and 10th graders
- Individualized Programming for ELLs, Special Needs and At-Risk Students
- Counseling services
- College Planning
- National Honor Society
- Advisories
- Options: College and Career Planning
- VESID
- Virtual Enterprises

III. Guidance Services

We currently have three highly qualified guidance counselors for grades 9-12.

3. Instruction by highly qualified staff.

- **Increase effort to attend all City-wide job fairs**
- **Give 1st preference to certified teachers**
- **Support non-highly qualified staff with Title I funding**
- **Mentoring**

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.

- **Provide effective ongoing staff development to support the new instructional models in balanced literacy across the curricula**
- **Continue to utilize the daily CPT meeting**
- **Staff development and training in the 90-minute teaching block**
- **Review data collection and analysis to ensure that it PD meets the needs of the data expressed**
- **Provide on-going training on implementing teaching strategies which support The Principles of Learning**
- **Use of common preparation periods and after-school workshops to plan interdisciplinary activities**
- **Research successful professional development programs**

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

- **Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).**
- **Bi-Annual Planning Retreats – twice a year the staff retreats for a weekend of planned study of initiatives that enhance and support instructional excellence**
- **Increase in the amount of technological resources and additional training**

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

- **Advisory outreach**

- **ESL services for parents**
- **Parent Coordinator outreach**

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.

- **Instructional Cabinet**
- **Grade team meetings**
- **Department meeting**
- **Intervention by Assistant Principal for scholarship**
- **CPT (common planning time) for all teachers**

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.

- Reading diagnostic followed by 37 1/2 minute tutoring period and 90 minutes of literacy
- School-wide grading policy
- Progress Reports
- Advisory
- Report Cards

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.

- **Extended Day Anti-Violence Grant – anti-violent workshops**
- **VESID**

- **Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).**

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 (P)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (P) 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 (P)	Page #(s)
Title I, Part A (Basic)	Federal			x			
Title I, Part A (ARRA)	Federal			x			
Title II, Part A	Federal			x			

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

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 III, Part A	Federal			x			
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local			x			

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.)

Four (4)

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

- **Breakfast, lunch and after-school snack (if programmed for PM school).**
- **Monetary support for school supplies**
- **School uniform without charge**
- **Counseling services**
- **Support from Parent Coordinator.**
- **School internships when applicable**

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:	High School of Arts and Technology					
District:	3	DBN:	03M494	School		310300011494

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.1	81.6	82.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	149	153	153				
Grade 10	198	176	175				
Grade 11	136	155	133				
Grade 12	122	109	134				
Ungraded	0	0	0				
Total	605	593	595				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.2	96.2	96.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	65.8	76.4	83.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	17	15

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	9	16	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	28	31	Principal Suspensions	64	176	198
# in Collaborative Team Teaching (CTT) Classes	41	43	24	Superintendent Suspensions	39	39	24
Number all others	35	32	41				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	230	313
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	43	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	12	9
# receiving ESL services only	58	46	TBD	Number of Educational Paraprofessionals	2	2	5
# ELLs with IEPs	10	11	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	18	26	84	% fully licensed & permanently assigned to this school	100.0	100.0	91.2
				% more than 2 years teaching in this school	59.6	62.8	71.0
				% more than 5 years teaching anywhere	29.8	34.9	47.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	70.0	63.0	79.0
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers	69.7	91.0	86.5
Black or African American	37.4	38.8	35.8				
Hispanic or Latino	55.5	54.0	57.3				
Asian or Native Hawaiian/Other Pacific	3.5	3.7	4.5				
White	2.1	2.4	1.8				
Male	66.3	68.0	69.1				
Female	33.7	32.0	30.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	67
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	62.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	6.8	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	14.5	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	39.4	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	1.5	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 405	District 03	School Number 494	School Name Arts and Technology
Principal Anne Geiger		Assistant Principal Antonio Arocho/Stacey Bergin	
Coach		Coach	
Teacher/Subject Area Bianca Clark-Muhammad		Guidance Counselor Dr. Mainzer	
Teacher/Subject Area Omar Ramirez/Science		Parent	
Teacher/Subject Area Abbey Hope/ELA		Parent Coordinator Roy Balgobin	
Related Service Provider		Other	
Network Leader Karen Ditola		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	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	0

C. School Demographics

Total Number of Students in School	586	Total Number of ELLs	64	ELLs as Share of Total Student Population (%)	10.92%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

1. At Arts and Technology High School, newly admitted students receive their first interview with the Guidance Counselor. During the interview, both students and parents are provided with any additional information necessary about the school and an informal interview is conducted for students who may be in need of ELL services. The Guidance Counselor provides the parents with the Home Language Identification Survey (HLIS) and explains its purpose. Our Guidance Counselor is bilingual in Spanish; in the event that another language is needed there are individuals on staff and in the six other schools that share the building, who will interpret information and work with the parents.

Once a student is identified as a native speaker of a language other than English and the information is provided on the HLIS, he/she is administered the LAB-R by an ESL Teacher or Administrator. If the LAB-R assessment determines that the student is in need of ESL he/she is provided with services as mandated by the state and is entitled to receive services until determined otherwise by the New York State English as a Second Language Achievement test (NYSESLAT).

The NYSESLAT is administered to ELL students annually. The NYSESLAT is administered by ESL Teachers and Administrators. Prior to the exam, students and parents are provided with a schedule for the testing dates and are provided with information about the exam. Parents are also contacted frequently throughout the test's administration to keep them informed about any changes in schedule and about student attendance.

2. The structures in place at our school to ensure that parents understand all three program choices are as follows:

Onsite orientation is given to parents of newly registered students who are eligible based on the HLIS report for the LAB-R testing. This orientation is provided by both the ELL Team and the Guidance Counselor. The NYCBOE Parent Orientation video is shown in the parent's native language when available, ELL program options are explained to the parents, and an overview of the programs currently offered by the school is given. The parents indicate their program preference by completing the ELL Program Selection Form. Eligible parents are given this orientation at registration to facilitate their child's appropriate placement into the ELL program of the parents' choice.

Parents of continuing and newly registered ELL's are invited to attend an ELL Parent Orientation at the beginning of the school year. During the orientation, program options and programs are explained to parents through the use of the NYCBOE ELL Parent Orientation Video, Guide for Parents of English language Learners brochure, and verbal explanation. It is explained to parents that Arts and Technology only offers ESL as an option for ELL services and they may select another. Parents are requested to indicate their program preference for the school year by completing the ELL Program Continuation Form or Program Selection Form.

3. The ELL Program Selection Form/ELL Program Continuation Form and the Guide for Parents of English Language Learners brochure explaining all three program choices in the parents' native language (when available) is sent to those parents who were not in attendance to the above mentioned orientations. Continuing ELL's, whose parents do not return the Program Continuation form, are kept in the same ELL program. Newly registered students, whose parents do not return the Program Continuation Forms are placed in Freestanding ESL Education in keeping with the state mandates.

4. The ELL program offered at Arts and Technology is Freestanding ESL. ESL students are placed in freestanding ESL classes according to their proficiency levels (as determined by the NYSESLAT/LAB-R). An increasing number of parents have requested that their student be mainstreamed and not placed in any ELL program. It is explained to the parents in these cases that their student is mandated to receive ESL instruction until s/he receives a proficient score on the NYSESLAT.

5. The program offered at our school is aligned with parent requests for freestanding ESL. Over the last few years, approximately 79% of returned surveys requested freestanding ESL. Two percent of parents requested that they would like their child placed in a Bi-Lingual Education. However, we are not offering a Bi-Lingual Education program at this time.

6. . In addition to accommodating parents' choices, students are placed in the appropriate level of ESL (Beginning, Intermediate, and

Advanced) as per their NYSESLAT/LAB-R scores and receive the mandated number of minutes of ESL instruction assigned to each level. Our students are assured that the mandated number of instructional minutes are provided according to level to students by having the ESL Team and Assistant Principal of Supervision, Principal and the Program Chair are part of a ELL committee/ team that creates the students programs and checks it to insure that it meets the necessary standards specified by the New York Department of Education.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	20

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

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

ESL	19	1	0	25	0	5	20	0	7	64
Total	19	1	0	25	0	5	20	0	7	64
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Yiddish										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	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								
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	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										16	15	13	7	51
Chinese										0	0	1	1	2
Russian										0	0	0	0	0
Bengali										0	2	1	1	4
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	2	2	1	5
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	1	1	2
TOTAL	0	16	19	18	11	64								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1.
 - A. Students in the freestanding ESL program at Arts and Technology High School are in a self-contained ESL classes. Students receive mandated minutes based on their proficiency levels. Freestanding, Self-Contained ESL classes are heterogeneous as there are students with mixed proficiency levels within the classes. Students receive ESL classes based on their mandated minutes per the CR Part 154.
 - B. All ELLs travel in Block Heterogeneous groupings.
2. The ESL teacher and the programmer work together to ensure that each student receive their allotted number of minutes. Beginner students receive 3 ESL, 45 minute classes per day, which is equivalent to 645 minutes per week. This exceeds their mandated time, in order to provide them with additional support. Intermediate students receive 2 ESL, 45 minute classes per day, which is equivalent to 450 minutes per week. Advanced students receive 1 ESL, 45 minute class per day, which is equivalent to 225 minutes per week. Again, the minutes ELL's in Intermediate and Advanced proficiency levels receive exceed their mandated time in order to provide them with additional support.
3. Within the ESL Self-Contained classroom, students receive individualized instruction according to their needs. ELL teachers use several instructional materials that include, but are not limited to: Rosetta Stone, Keys to Learning, the Pearson Longman Keystone series, and leveled readers. Our ESL classroom is also equipped with computers for student use, software that goes along with the text, readers that are interactive, and DVD's that help with listening comprehension at the beginner through advanced levels. Dictionaries are provided for English and the students' native languages.
4. Instruction in ESL classes is differentiated by our certified ESL teachers. The following strategies are used in the ESL Classroom by teachers:
 - Activating background knowledge through the use of multi-cultural materials
 - Using KWL charts
 - Using realia, maps, photos, and manipulative
 - Assisting ESL students in adjusting to classroom
 - Checking student comprehension of the content

As teachers differentiate their instruction, they must consider the multiple levels of learners within the classroom. Several instructional materials are used and lessons are planned to ensure information is delivered in a variety of ways. Through the use of oral, written, demonstrations and tangible objects, teachers are able to ensure that all learners' needs are met. Support structures in place for ESL students are listed below for all SIFE, Newcomers, Long Term Ells:

Instruction: Interactive computer programs, beginning level texts and materials, focus on academic and content vocabulary

Period 9.5: Students receive additional help and instruction to assist with understanding of content area materials. ELL teachers and content area teacher provide additional instruction if necessary if necessary. In addition, students are assisted with homework and test preparation.

Saturday School: Students work closely with a content area teacher and an ELL teacher to strenghtne skills in the content area and improve content vocabulary.

Advisory: Students receive additional help and instruction to assist with understanding of content area materials.

Additional Support: PM school is provided for students in content areas. During this time students are anle to receive further instruction and support.

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

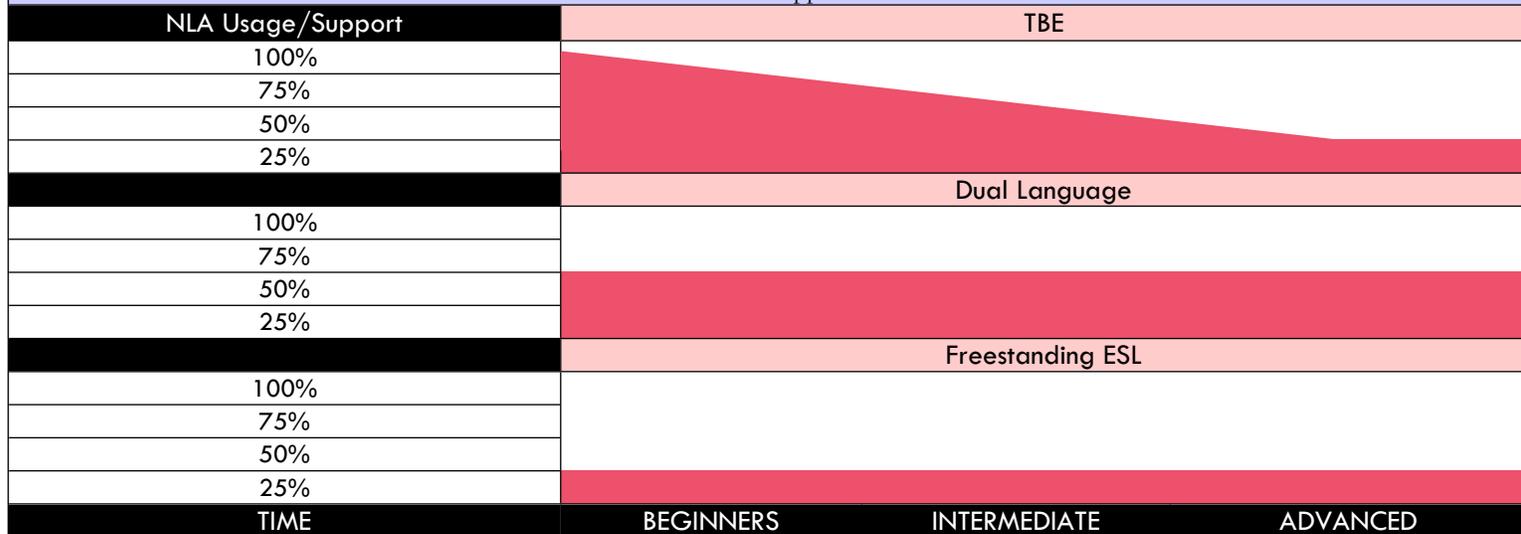
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

5. Support programs for ELLs in ELA and Math are in place at Arts and Technology High School. These programs serve as interventions for ESL students. During the Saturday School Program, the PM School Program, and Period 9.5, students are able to receive additional services in all of their content areas. Additional support in reading is offered through the Rewards Reading/Writing program. These services are provided by a licensed ESL Teacher and are offered in English.

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is providing them with opportunities to develop the necessary reading and writing skills. Using literature that students can relate to promotes interest and in turn, a desire to respond to the literature through writing. As students continue to develop literacy skills, they will develop strategies for managing unfamiliar language and academic skills.

7. We will continue with the current programs we have that are working. Budget permitting, for the spring of 2011, it is hoped that we could reinstitute the ELL Academy. The ELL Academy was a successful after school program provided to ELL students. Students were able to explore and learn about various regions of NYC.

8. There will be no changes in the current ELL program.

9. Beyond the additional support programs in place specifically for ELL students, ELL students are able to participate in a variety of after school programs offered to students throughout the entire school. These after school programs are:

- Chess Club
- Honor Society
- Student Council/Government

- Mouse Squad (technology club)
- Japanese Club
- Film Club
- Poetry Club
- Spanish Club
- Gay/Straight Alliance
- Yearbook

There are no restrictions as to membership; all students are welcome. Many of our advisors are bilingual and encourage our diverse student population to participate when they are interested in the programs we offer.

10. The ESL classroom is equipped with a SmartBoard, computers, and tape recorders. The integration of technology into daily lessons is on-going and continuing to develop. We also have a classroom library that is full of novels, text books and dictionaries in different languages.

11. Within our freestanding ESL classroom, students have the opportunity to read independently in their native language. Students are encouraged to use the internet as a means to continue to develop literacy skills.

12. The resources we provide our ESL students are both age appropriate and level appropriate. We seek to find books and materials that are of interest to our students and at their ability level. Since we have a leveled library in the classroom, students can continually challenge themselves and improve their reading.

13. Whenever possible, we encourage newly enrolled students to visit the school with their families in order to get a sense of our school culture and the faculty and staff. We have new enrollees throughout the year, so this practice is not only done before school begins in September, but is continuous throughout our academic year. We also provide parents with a calendar which contains dates for school events and PTA meetings to which they are invited. Parent communication is in their native language whenever possible.

14. ELL students at Arts and Technology have the opportunity to explore other languages through our Foreign Language program. Students are offered Spanish classes daily, to either increase their current knowledge or to learn another language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development for teachers of ELL's will be facilitated at a school wide level (Topic: best practices for content areas for teachers of ELL's). Each department will be meeting individually with the ELL Team to discuss professional development topics related to instruction and testing modification, teachers will receive memos which identify ELL's and testing modifications. We provide additional professional development opportunities to further develop pedagogical skills of staff who work with the ELL students. Books will be provided in the multiple native languages of students (Spanish, Arabic, Chinese, Albanian, French, and Tibetan) for their independent reading.

2. The following ELL training and professional development and support will be provided to our teaching ESL staff during the 2010-2011 school years in order to bridge the gap between middle and high school:

- 2 school-wide, all-staff professional development sessions will be given on the subject of scaffolding instruction and best practices for ELLs, one during the fall and another during the spring.
- ESL teacher will receive the opportunity to attend professional development workshops offered through regional and national (TESOL) organizational trainings.

3. As per Jose P., our ESL staff, meets weekly for common planning times with content area teachers to work on best practices and curriculum development.

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

1. ELL parents at Arts and Technology High School, have the opportunity to participate in school programs and events. Information flyers are translated and provided to students (when available) in their native language, to ensure that parents are aware of the opportunities that arise. Parents are also invited to the school several other times during the school year.

ELL parents are invited to attend an informational parent night at the beginning of the school year, so that they can learn about their student's current placement. At this meeting parents are also informed of the several activities that will occur during the school year and they have the opportunity to discuss any questions or concerns they may have.

2. Currently, the school is in a partnership with The Door. We are working with the learning strategist, counselor, and parent coordinator to schedule workshops for parents of ELLs.

3. Advisors are in constant contact with parents. Through these intimate conversations, teachers are able to support the needs of the parents. We also send home a survey twice a year asking for input from the families. We share this information with the parent coordinator and the PTA in order to develop workshops and other support services.

4. ELL parents want to be part of a community. They enjoy meeting parents who have similar backgrounds and look forward to learning with them. ELL parents also work closely with ESL teachers to plan the ESL Achievement Night, which is held annually in May/June. This themed event is held annually to acknowledge the academic achievement of students in the freestanding ESL program. Students receive awards for their achievements and are acknowledged for their dedication to education. Parents are invited to attend and to assist in the planning/preparation for the event

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)										3	1	2	0	6
Intermediate(I)										6	12	5	5	28
Advanced (A)										9	12	8	1	30
Total	0	0	0	0	0	0	0	0	0	18	25	15	6	64

NYSESLAT Modality Analysis

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

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	11	0	9	0
Math <u>A</u>	20	0	12	0
Math <u>B</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	15	0	10	0
Living Environment	26	0	20	0
Physics	0	0	0	0
Global History and Geography	35	0	18	0
US History and Government	25	0	16	0
Foreign Language	38	0	35	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

Paste response to questions 1-6 here

1. ELLs are evaluated using the San Diego Reading Assessment. This diagnostic tool provides the ESL teacher with a baseline English literacy level. This data provides the teacher the information necessary for grouping students. Students can work in homogenous and heterogenous groups in their freestanding ESL classes.

2. Across grades, the data reveals that students are more proficient speakers and listeners of English than readers and writers. The data suggests that as students are promoted to the next grade, their English proficiency is advancing. This data is derived from analyzing NYSESLAT scores of our ELL population, for whom a NYSESLAT score was given (as reported on the RLAT). Currently, we have an ELL population of 64 students (grades 9th-12th), however data (broken down by modality – listening, speaking, reading, writing) was not available for all ELLs. Four students, who were out-of-country prior to this school year, were administered the LAB-R and have different assessment data. The students' scores will then determine their level of placement for ESL instruction. It should be noted that the NYSESLAT reports modality scores as pairs (Listening/Speaking and Reading/Writing) and not as individual components.

According to the data, there are 6 students who are beginners, 28 Intermediate students, and 30 Advanced students. An increasing amount of students have mastered their BICS (basic interpersonal communication skills). However, these students need additional support with reading comprehension and writing. This accounts for a higher number of students scoring at the intermediate level.

3. Considering that the majority of our ELL population is composed of intermediate to advanced listeners and speakers of English and that their placement was largely based on their reading and writing scores, our curriculum focuses on heavily on literacy skills. Specifically, we offer a literature-content based curriculum that focuses on improving students' reading and writing skills while fine tuning their academic speaking and listening skills.

4A. There is a correlation between student achievement on examines and literacy in their native languages. In addition, students who have had steady enrollment in schools have also faired better. In mathematics, ELLs tend to fair better because there is less reading and writing on the exam. In regards to the ELA exam, those students who have attended Saturday school and the ELL Academy have achieved a greater score.

4B. Data from peridoic assessments drives instruction. The ESL teacher constantly administers Pre and Post examinations.

4C. School leaders are learning that our ESL students need continued support in the classroom. In an ideal situation, a student's native language would be used in instruction.

5. N/A

6. Students in the Freestanding ESL program receive all of their core content area instruction in English. Depending on their placement (as determined by the NYSESLAT/LAB-R), our Ells receive 1-3 periods of ESL daily, as mandated.

Teachers use both formative and summative assessments throughout the school year to determine the performance of ELLs in their classroom. These assessments provide teachers with information to inform their instruction. Teachers determine whether or not students are learning the

skills they need to attain, which are aligned with the state standards.

Special emphasis is placed on writing across the curriculum. The Writer's workshop model is a key component of the ESL curriculum. There is also a strong reading component to instruction for students that placed at the intermediate level. They also engage in analysis of text across content areas. We measure their success in writing through both teacher made tests and standardized tests in each subject across the curriculum.

The NYSESLAT also serves as an evaluation tool for ESL teachers, as it helps to determine whether or not students are progressing in the way they should and what areas remain to be a weakness.

The results of these assessments helps us to determine what new programs we may need to institute and what areas we need to focus on to enhance the academic performance of ELL students.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 03M494

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:	440,386	136,245	576,631
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,403	1,362	5,765
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,019	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,018	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94%
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.

Teachers are advised of the resources available through the school. Teachers who are not considered “High-Quality” are targeted for these resources and encouraged to use them in order to fulfill their certification requirements.

* 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 INVOLVEMENT POLICY

The High School of Arts and Technology and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will help the children achieve the state’s high standards.

This School-Parent Compact is in effect during school year 2008-2009

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

How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to provide the most concerted, team driven effort at raising the success rate of our children here at The High School of Arts and Technology. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our cultivating of outside relationships (New York City Opera, L.E.A.P. Learning Extended through the Arts Program), Guggenheim Museum, numerous events (Parent Teacher Conferences, Financial Aid Workshops, Special Education Information Sessions, AVID Night, ELL Parent Evenings, Pot-Luck Dinner, and our Annual Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).

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

The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The PTA has been steadfast in its efforts towards soliciting bilingual parents as “*class parents*” to continue fostering better communication between the teaching staff and families, targeting our Hispanics speaking families. All parent teacher conferences have an evening component for parents who must work during the school day. Through our advisory program, parents are able to make alternative plans to meet with their child’s advisor who through the relationship forged with their advisee, is able to speak intelligently on advisee’s progress in all areas of academic, social and emotional life, as well as provide meaningful intervention strategies for at-risk students.

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

Aside from the constant interaction between advisors and the families of their advisees, we have School Messenger automated phone service (calling for attendance issues and school events), and phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child a school calendar that lists all school/regional/city testing and events, and in both English and Spanish, to take home to parents. Calendars are also mailed to homes. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

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

The PTA Executive Board and Title I parent reps meet with Principal at regular monthly meetings and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the initial Title I SWP application, the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan.

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

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. In terms of our parent involvement goals for next year, we have established the following two indicators for success:

- Parent attendance at monthly PTA meetings will increase by 5% by June 2009.
- Parent volunteers in the school program will increase by June 2009.
- Parent Learning Environment surveys will be returned by an increase in 1% over last year.

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

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Conversations have taken place, through out the school year, consistently focusing on the development of a document that clearly states our vision of how the Parent body of the High School of Arts and Technology believes it can support the success of our school and inherently our students.

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

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

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

SCHOOL PARENT INVOLVEMENT POLICY

The High School of Arts and Technology and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will help the children achieve the state's high standards.

This School-Parent Compact is in effect during school year 2010-2011

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

How do we ensure that the channels of communication are as open and as genuine as they can be between the school and our parent base? This is the question that we grapple with, as a community, on a daily basis, in our efforts to provide the most concerted, team driven effort at raising the success rate of our children here at The High School of Arts and Technology. The school leadership is resolute in our efforts towards developing a comprehensive plan to ensure active, meaningful participation from our parents across racial, ethnic, political, and economic lines. We attempt to foster positive action by parents through our cultivating of outside relationships (New York City Opera, L.E.A.P. Learning Extended through the Arts Program), Guggenheim Museum, numerous events (Parent Teacher Conferences, Financial Aid Workshops, Special Education Information Sessions, AVID Night, ELL Parent Evenings, Pot-Luck Dinner, and our Annual Fashion Expo) and committees (School Leadership Team, Parent Teacher Association, and our Title 1 Planning Committee).

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Aside from the constant interaction between advisors and the families of their advisees, we have School Messenger automated phone service (calling for attendance issues and school events), and phone marathons led by our Parent Coordinator and several members of the community, to pull in as many family members as possible for events. The Parent Coordinator also, on a monthly basis distributes to every child a school calendar that lists all school/regional/city testing and events, and in both English and Spanish, to take home to parents. Calendars are also mailed to homes. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child through our monthly mailings, including calendars and various updates.

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

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. In terms of our parent involvement goals for next year, we have established the following two indicators for success:

- Parent attendance at monthly PTA meetings will increase by 5% by June 2011.

- **Parent volunteers in the school program will increase by June 20, 2011.**
- **Parent Learning Environment surveys will be returned by an increase in 1% over last year.**

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

The Compact was developed collaboratively with the administration, School Leadership Team and the General Parent Association body. Conversations have taken place, through out the school year, consistently focusing on the development of a document that clearly states our vision of how the Parent body of the High School of Arts and Technology believes it can support the success of our school and inherently our students.

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

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

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.
This was addressed in the Needs Assessment.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. Rigorous Content Curriculum
 - b. 90 Minutes of Literacy

- c. PM School
- d. Saturday Academy
- e. Credit Recovery Classes
- b) Use effective methods and instructional strategies that are based on scientifically-based research that increase amount and quality of learning; help provide an enriched and accelerated curriculum; meet the educational needs of all students including target populations; and are consistent with NYS and NYC standards.
 - a. Standard based curriculum
 - b. Differentiated instruction
 - c. PM School
 - d. Saturday Academy
 - e. 37 ½ Minutes, 4 times weekly, for at-risk 9th and 10th graders
 - f. Individualized Programming for ELLs, Special Needs and At-Risk Students
 - g. Counseling services
 - h. College Planning
 - i. National Honor Society
 - j. Advisories
 - k. Options: College and Career Planning
 - l. VESID
 - m. Virtual Enterprises

c) Guidance Services

Three highly qualified guidance counselors for grades 9-12.

- 3. Instruction by highly qualified staff.
 - a. Increase effort to attend all City-wide job fairs
 - b. Give 1st preference to certified teachers
 - c. Support non-highly qualified staff with Title I funding
 - d. Mentoring

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.
 - Provide effective ongoing staff development to support the new instructional models in balanced literacy across the curricula
 - Continue to utilize the daily CPT meeting
 - Staff development and training in the 90-minute teaching block
 - Review data collection and analysis to ensure that it PD meets the needs of the data expressed
 - Provide on-going training on implementing teaching strategies which support The Principles of Learning
 - Use of common preparation periods and after-school workshops to plan interdisciplinary activities
 - Research successful professional development programs

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

- a. Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).
- b. Bi-Annual Planning Retreats – twice a year the staff retreats for a weekend of planned study of initiatives that enhance and support instructional excellence
- c. Increase in the amount of technological resources and additional training

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

- a. Advisory outreach
- b. ESL services for parents
- c. Parent Coordinator outreach

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.

- d. Instructional Cabinet
- e. Grade team meetings
- f. Department meeting

- g. Intervention by Assistant Principal for scholarship
- h. CPT (common planning time) for all teachers

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.

- 2.
 - a. Reading diagnostic followed by 37 1/2 minute tutoring period and 90 minutes of literacy
 - b. School-wide grading policy
 - c. Progress Reports
 - d. Advisory
 - e. Report Cards

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.

- a. Extended Day Anti-Violence Grant – anti-violent workshops
- b. VESID
- c. Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).

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 (x)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (x) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	X			440,386	X	17, 18, 21
Title I, Part A (ARRA)	Federal	X			136,245	X	17, 18, 21
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			15,000	X	17, 18
Title IV	Federal			X			
IDEA	Federal	X			93,093	X	17, 21
Tax Levy	Local	X			2,247,297	X	17, 18, 21

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

– **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

