



HIGH SCHOOL OF GRAPHIC COMMUNICATION ARTS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M625
ADDRESS: 439 WEST 49TH STREET, N.Y. 10019
TELEPHONE: 212-245-5925
FAX: 212-265-1552

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02 M 625 **SCHOOL NAME:** High School of Graphic
Communication Arts

SCHOOL ADDRESS: 439 West 49th Street, New York, N.Y. 10019

SCHOOL TELEPHONE: 212-245-5925 **FAX:** 212-265-1552

SCHOOL CONTACT PERSON: Jerod Resnick **EMAIL ADDRESS:** jresnic@schools.
nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Matt Guttman

PRINCIPAL: Jerod Resnick

UFT CHAPTER LEADER: Patti Crispino

PARENTS' ASSOCIATION PRESIDENT: Maria Vega

STUDENT REPRESENTATIVE:
(Required for high schools) Antanair Bryant

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Jayne Godlewski

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Jerod Resnick	*Principal or Designee	
Patti Crispino	*UFT Chapter Chairperson or Designee	
Maria Vega	*PA/PTA President or Designated Co-President	
Yvette Jackson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Michael Harmon	DC 37 Representative, if applicable	
Antanair Bryant	Student Representative	
Delilah Seda	Student	
Richard Rocco	Teacher	
Graciela Sierra Lino	Parent	
Jose Macias	Parent	
Matthew Guttman	Assistant Principal	

(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 Graphic Communication Arts is a high school with 1747 students from grade 9 through grade 12. The school population is comprised of 32.5% African American, 61.5% Hispanic, 2.4% white and 2.7% Asian students. The student body includes 12.4% English Language Learners and 19% special education students. Boys account for 46.8% of the students and girls comprise 53.2% of the students. The average attendance rate for the school year 2009-2010 is about 76%. The school is in receipt of Title I funding with 73.1% eligibility.
- HSGCA is a Career and Technology High School where students, in order to graduate, have to earn the same number of credits as a student in an academic high school. In order to receive a New York State career and technical education endorsed diploma a student must earn a minimum of ten additional credits in a CTE program such as printing, visual arts, photography, etc.
- HSGCA has many hands-on shop/vocational classes where students are actively engaged in learning the career skills that attracted many of the students to the school. Students can graduate with an endorsement on their diplomas that indicates they are knowledgeable in a specific area and ready for employment.
- The LEARN program places students in internships and jobs in their related fields in both technical and academic areas.
- Our school is currently comprised of five small learning communities or academies. These academies are the Academy of Print Media, the Academy of Visual Arts, the Academy of Media Journalism, the Academy of Photography and the Academy of Law Enforcement.
- Each academy has an assistant principal who also serves as the Director of the academy. Each academy has a teacher coordinator who assists in implementing school policy, creating an academy identity and advancing the goals of the academy, i.e. personalization with students, academic achievement, etc. Coordinators are responsible for organizing and running many events to promote learning and creating a positive atmosphere such as honor roll recognition ceremonies and good attendance celebrations. Coordinators also send out progress reports between report cards to keep parents informed of their child's academic efforts.
- Graphic High School has a special program called "Students Who Shine" where students can be recommended by their teachers for effort, attitude, motivation, academic achievement, etc. up to four times a year. Teachers write a brief paragraph describing why the student was selected. An award presentation takes place in the principal's office including a framed certificate, a pen that says "You're a Star" and the principal calls the parent of each student to offer personal congratulations. In addition, copies of teacher recommendations are distributed to every student in the school to help motivate students toward positive behavior and work habits.
- We have re-designed the math curriculum to align it with state standards. What is taught in classes constantly changes to reflect changes in the data. The content and the way the

content is presented is not stagnant. Test scores bear out the results of the teaching and whether or not there is a need to change instructional strategies.

- Continued programming of our 9th grade initiative in which a specific group of teachers within each academy share the responsibility for all 9th graders within their academy. This has resulted in better communication, quicker intervention and improved academic achievement for these students as evidenced by our grade nine scholarship results over the last two years.
- Our school has experienced a steady increase in Regents passing percentages as well as significant increases in the number of students sitting for Regents examinations.
- We have significantly improved the number of graduates. Last year our June/August 2009 graduation rate was 43%, up from 36% the year before, while our graduation rate for June/August 2010 will be almost 50%, an improvement of almost 7%.
- Students from Graphic High School are enrolled in College Now Programs with three different schools; John Jay College, Borough of Manhattan Community College and New York Technical College.
- Academy offices have served as the focal point for teacher collaboration and discussions on improving student learning. This was accomplished by giving teachers keys to the offices, as well as putting refrigerators, microwaves, coffee pots, Xerox machines and riso machines in these offices.
- Uniform assessments have been developed and are implemented to yield data that allows learning trends to be identified. Instruction is then altered to address these trends.
- We have a safe and orderly atmosphere as well as a caring and involved staff.
- We have continuing and effective support of our CBO's.
- We have given two periods of English to all 9th graders who enter HSGCA.
- We have significantly improved staff attendance through active oversight by the Principal and the Assistant Principal Organization.
- We have 121 students who have been integrated in collaborative team teaching classes as the Principal promotes an initiative to do away with self-contained special education classes, except for the most needy students.
- We have instituted push-in resource room for most students, again to alleviate the stigma of students going to "special" programs which tend to label students as incapable of academic achievement. This initiative presently services 100% of this population.
- Active and ongoing professional development is provided by the UFT Teacher's Center located in the school as well as the on-site consultant who works in the school from High Schools That Work.
- In school inquiry teams have been formed in all academies. Teachers choose an area of focus, do research, modify instructional strategies in the classroom and then assess whether the new strategy has improved academic achievement.
- Graphic High School has an active Naval Junior ROTC program which presently enrolls approximately 104 students. The ROTC program has a 100% graduation success rate for students who stay in the program for four years.
- Graphic High School students win a significant number of awards at the City-Wide Graphic Competition held every year in May/June at New York Technical College and sponsored by the Graphic Arts Advisory Commission.
- Students published the fifth edition of the Graphic literary magazine, "Open Minds," which is composed entirely of student writing and student illustrations/art work. Our 2009 "Open Minds" magazine received an award of "Superior" from the Georgia Scholastic Press Association.
- We distributed to all teachers our in-house publication comprised of our teacher's strategies called "Grading for Success" in which teachers explained the variety of opportunities they gave their students to improve their work or redo their work to obtain passing grades.
- A substantial number of our students go one to either two, four year or technical colleges.

Major Accomplishments

- Graphic High School's NJROTC program was recognized as a "Distinguished Unit" for the ninth time in the last eleven years. Students performed community service throughout the city as well as doing 58,230 push-ups for each name on the Vietnam Wall Memorial. Students marched in the Veteran's Day parade in November and their promotion ceremony was held on board the Intrepid in June 2010.
- Graphic High School was successful in writing a proposal and receiving an ELL Success Grant to assist our students, and their parents, in improving their English speaking, reading and writing skills.
- Graphic High School ran twenty two clubs during the school year.
- Graphic High School's Homework Help, an after school tutoring program rewarded students who attended fifteen sessions with movie gift cards.
- IEP's were distributed to all teachers so they would have up to the minute information on specific disabilities and strategies for assisting these students in their classes.
- Graphic High School had a school wide "School's Almost Out Cookout" on June 4, 2010 which was attended by over 500 students and staff. Staff members barbequed free franks and hamburgers for the students while they participated in the "Crazy Olympics" contests held in the courtyard.
- Graphic High School runs the largest LEARN program in the city, having placed more students into jobs while still taking a full complement of classes.
- Graphic High School's National Honor Society gained 33 new members this school year and is at its highest membership total in the last ten years with 76 students members of the National Honor Society.

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:	High School of Graphic Communication Arts				
District:	2	DBN #:	02M625	School BEDS Code:	310200011625

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 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					69.9	75.0	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.1	93.1	TBD		
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6					75.0	73.1	84.6		
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	897	818	759		26	52	TBD		
Grade 10	521	546	514						
Grade 11	247	225	325	Recent Immigrants: Total Number					
Grade 12	168	196	222	(As of October 31)	2007-08	2008-09	2009-10		
Ungraded	6	3	0		25	26	14		
Total	1839	1788	1820						
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	110	111	78	Principal Suspensions	230	173	TBD		
No. in Collaborative Team Teaching (CTT) Classes	101	103	122	Superintendent Suspensions	72	81	TBD		
Number all others	109	127	119						

DEMOGRAPHICS

<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	1610	994
# in Trans. Bilingual Classes	87	68	67	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	71	59	70	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	30	33	52	(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	128	130	TBD
				Number of Administrators and Other Professionals	41	42	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	3	3	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	184	127	TBD				
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	98.5	97.7	TBD
American Indian or Alaska Native	0.1	0.1	0.2	Percent more than two years teaching in this school	76.3	65.9	TBD
Black or African American	36.9	36.1	32.5	Percent more than five years teaching anywhere	55.0	54.9	TBD
Hispanic or Latino	59.0	59.2	61.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	2.0	2.6	Percent Masters Degree or higher	78.0	74.0	TBD
White	2.4	2.5	2.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.8	97.6	TBD
Multi-racial							
Male	50.6	49.7	46.4				
Female	49.4	50.3	53.6				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	
Overall Score	49.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	7.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	33	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

High School of Graphic Communication Arts

Performance Trends

Scholarship Summary - June 2008, June 2009, June 2010

	<u>June 2008</u>	<u>June 2009</u>	<u>June 2010</u>	<u>1 year</u> <u>Plus/Minus</u>	<u>2 year</u> <u>Plus/Minus</u>
	<u>% Pass</u>	<u>% Pass</u>	<u>% Pass</u>	<u>% Change</u>	<u>% Change</u>
<u>Whole School Report</u>					
ELA	63.53	69.63	75.84	+ 6.21	+12.31
Foreign Language	62.74	69.32	72.62	+ 3.30	+ 9.88
Health/Phys Ed	57.82	72.49	82.91	+10.42	+25.09
Math	53.65	65.81	77.51	+11.70	+23.86
Music	79.87	70.47	86.02	+15.55	+ 6.15
Science	58.83	65.72	73.42	+ 7.70	+14.59
Social Studies	62.58	70.87	74.88	+ 4.01	+12.30
CTE	68.41	78.64	82.17	+ 3.53	+13.76
<u>Grade & Other Reports</u>					
Grade 9	50.13	60.37	73.11	+12.74	+22.98
Grade 10	59.93	69.18	71.67	+ 2.49	+11.74
Grade 11	73.45	79.52	85.17	+ 5.65	+11.72
Grade 12	85.61	91.76	93.63	+ 1.87	+ 8.02
Special Education (963)	52.76	54.73	71.43	+16.70	+18.67
Special Education (962)	63.43	59.39	69.39	+10.00	+ 5.96
CTT	67.55	72.15	79.59	+ 7.44	+12.04
ESL	63.21	68.50	73.98	+ 5.48	+10.77

A review of our scholarship report for June 2010 shows significant improvement in every core academic subject, as well as Health/Phys Ed, ESL and CTE. A review of our scholarship report also shows significant improvement in all grade levels, CTT and ESL programs. The two major reasons for these academic gains are our "Grading for Success" initiative which we started during the 2008-2009 school year and our

“Freshman Initiative,” also started that same year. Both initiatives have proven to be very successful in assisting students in gaining the credits needed to move forward from grade to grade.

Grading for Success was the result of discussion with our teachers on the importance of not accepting failing work as final work, but rather returning unacceptable work and insisting that students redo their work until they demonstrated academic improvement. Our freshman initiative, in which we created a common planning time period, during which they could discuss student issues and work as a team to improve student performance stimulated improved student attendance and class work.

Regent’s Results for the Year

2008 – 2009 2009 - 2010

	Total Taking	Total # Pass	Total % Pass	Total Taking	Total # Pass	Total % Pass
Global Studies	783	430	55	1007	502	50
U. S. History	323	225	70	456	313	69
Integ. Algebra	858	594	69	758	514	68
Math B	136	4	3	113	1	0
Geometry	145	24	17	246	50	20
English L. Arts	638	450	71	597	435	73
Living Envir.	659	488	74	781	448	57
Earth Science	249	139	56	357	151	42
Chemistry	102	37	36	98	38	39
Spanish	116	105	91	92	88	93
Total	4009	2496	62	4501	2534	56

A review of our Regent's results for the school year 2009-2010 with the results from 2008-2009 school year shows a 5% decline in global studies and a small percentage decline in U.S. History and integrated algebra. However, in living environment and in earth science there was a decline in the passing rate of 14% in both areas. Math B and geometry were extremely poor with only one student passing the Math B Regents and only 20% passing the geometry Regents, although the geometry passing rate showed a 3% improvement from the year before. The only other areas where we saw an increase in Regents passing rates was in ELA (+2%), Chemistry (+3%) and Spanish (+2%).

Attendance

Our attendance has moved from 73.7% for the 2008-2009 school year to 75.40% for the 2009-2010 school year. These numbers include our LTA's. Without LTA's our attendance for the school year was 77.82%.

<u>Month</u>	<u>All Students</u>	<u>Without LTA's</u>
September	79.75	69.91
October	77.07	77.93
November	77.97	79.69
December	75.08	77.47
January	74.77	77.23
February	74.06	77.57
March	75.02	77.36
April	74.77	78.00
May	74.62	77.72
June	66.68	71.16
Total for Year	75.40	77.82

For most of the school year we attribute our attendance improvement to our Freshman Initiative, teacher outreach to parents, starting freshman classes period two (8:51 a.m.) instead of period one (8:00 a.m.) and our monitoring of all exits out of the building from periods four through eight. June 2010 marked a major drop in attendance, not the least of which was the fact that we recorded minimal student attendance for the last two days after the Regents were given in June.

HOW DOES THE SCHOOL GATHER DATA?

- Academy Coordinators review students' grades and attendance records, and along with counselor anecdotes, are used to program students and design appropriate guidance interventions.
- All administrators, academy coordinators, attendance teachers, guidance counselors and programmer have access to HSST and ATS systems and access to the following data which is discussed in academy and department meetings:
 - Demographic information including enrollment, attendance, drop-out rate, ethnicity, gender and grade level
 - Student learning including standardized test results, scholarship reports, report card grades, student transcripts
- The school gathers and analyzes data regularly at morning cabinet meetings, academy meetings, department meetings, attendance meetings, study groups, guidance meetings and school safety meetings.

What are the school's strengths in this area?

- A common philosophy exists between all members of the administrative team on the need to use data to set and plan instructional goals. This philosophy has been effectively transferred to many teachers through department and academy meetings, as well as through dissemination of the Principal's Newsletter.
- All department heads review achievement data and where gains are noted teachers are asked to share strategies and initiatives that resulted in improvement.
- The Principal, AP PPS, Department Assistant Principals, AP of Special Education, coordinators, guidance counselors and teachers review data regularly. Data is used in department and academy meetings to drive instruction. Staff members have access to ATS and HSST.
- School administrative personnel as well as teachers are aware of where they can obtain pertinent information or data that can help them understand student performance and guide instruction.
- Administrators are knowledgeable in Microsoft Excel and Microsoft Access.

What are the areas for improvement?

- One area of improvement would be to train academy coordinators and teachers in such programs as ATS, HSST or CAP so that they can directly view important student data.
- All administrative offices need to have access to ATS
- Need to improve our monitoring of progress in reaching goals with more frequent alterations to instruction to reflect developing trends.
- Improved use of medial assessments and more focused monitoring of at risk students.
- Assistant Principals and the Principal review the scholarship reports each marking period to see the exact passing and failing percentages/number of students in each class, for each teacher.
- Grade books are reviewed by assistant principals.
- Call logs for parental contact for tardy or absent students are reviewed periodically by the assistant principals.
- Each academy has a system of progress reports that are distributed to all teachers for each individual student. These reports are completed by the teachers and then mailed home to parents.
- Administrators use ATS data to identify students by cohort year and determine regent's needs for students who are off track. These students are then grouped together into classes with a focus on regent's preparation in math and English classes.
- Through collaborative planning with parents and students special education students who have an IEP meet in a conference to set new goals for the upcoming year.
- Regent's examinations, uniform midterms and final examinations are reviewed and an item analysis is run to determine areas of student strengths and weakness in math and social studies classes. This

information is then examined in committee to determine how classroom instruction should be modified to address the existing trends that are revealed by the data.

- Suspension reports are reviewed to target multiple offenders and these students are then given counseling to try to get them to modify their behavior in school.
- Pupil Personnel Team reviews specific student cases and conferences on strategies that can be utilized to improve these students academic achievement.
- Coordinators, who often initially interact with students who display disruptive behavior in class do outreach to parents as well as conferencing with deans and counselors on strategies to modify student behavior.

HOW DOES THE SCHOOL USE DATA TO PLAN AND SET GOALS?

- The school examines students' individual regents scores to place students into appropriate classes that will teach them the specific skills needed to pass their exams.
- We examine their NYSESLAT scores to place students in the appropriate ESL classes.
- The Scholarship report is analyzed to determine classes where a large number of students are failing and assistant principals engage in conversations with these teachers to determine strategies that can be utilized to improve the passing percentage.
- The Comprehensive Education Plan is used to set goals for the school by each department.
- The creation of SURR and SINI improvement plans focus our resources on improving student achievement in the specific areas of ELA and mathematics.
- We inform teachers about the data so they are aware of the school's challenges and celebrations.
- We share the full school improvement plan with our staff and ask teachers to brainstorm on additional strategies they feel will be productive in improving student achievement. This process helps to build ownership of the planned strategies that teachers implement.
- We set percentage increases in all classes using the previous year's data. Goals are set for annual assessment improvement using uniform midterms, finals and regents exams. Periodic assessment data goals are set using class exams and end-of-chapter exams. Ongoing periodic assessment goals are set using quizzes and homework.
- Pacing charts and calendar of lessons are reviewed to insure that teachers are moving through the curriculum in a timely fashion so that all relevant areas are covered prior to regents examinations.

What are the school's strengths in this area?

- Data is examined and discussed by a variety of groups throughout the school. Plans and goals are created by the findings that are revealed. Data drives instruction.
- We are constantly updating teachers and other staff members to keep them informed about our progress in improving student academic achievement.
- Cutting reports are followed up by phone contact by the Principal as well as the coordinators of the different academies.

What are the areas for improvement?

- Data needs to be available in a timely manner so that decisions can be time appropriate. For example, NYSESLAT scores are received after students have already been programmed for classes.
- We need to receive correct demographic data, such as student phone numbers and addresses.
- Data used to plan and set goals could be used to increase parental involvement and assistance in improving student achievement. This could be as simple as parents periodically checking their child's notebook, and where there is no evidence of work, contacting their child's guidance counselor for a conference.

HOW DOES THE SCHOOL ALIGN INSTRUCTION WITH THE DATA GATHERED?

How do you know?

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HOW DOES THE SCHOOL ALIGN PROFESSIONAL DEVELOPMENT WITH THE NEEDS OF THE STAFF?

How do you know?

- Through observations conducted by the assistant principals and principal
- Through the review of lesson plans
- Through the use of study groups
- Mandated uniform midterms and final examinations.
- Regent's scores and individual tests are examined to place students into appropriate classes.

- Item analysis of Regent's examinations is tabulated and analyzed to inform instruction.
- In math and English the 8th grade scores are used to assign students to their designated classes; i.e. a one period or two period math class based on proficiency level.
- Periodic assessments assist the assistant principal of mathematics in grouping students based on their changing skill needs. This includes identifying which students need enrichment or special assistance at any point during the year.
- Periodic assessment data is reviewed by teachers to indicate what is or is not working and to direct re-teaching as needed.
- We have re-designed the math curriculum to align with state standards.
- We have created a compacted math course for students who have failed their 9th grade math classes and must be moved toward taking and passing their math A regent's exam.
- Scholarship data is used to help teachers target individual students whose grades are borderline. Teachers use a variety of incentives to get these students to increase their academic efforts and the quality of the work they turn in. Teachers give students multiple options to earn passing grades.
- Teachers differentiate instruction in many classes to meet the various learning styles of students.
- Resources are made available to all teachers from the first day of school. Teachers are provided with resource guides and curriculum that meets the New York State standards.
- Teachers are accountable for the grades they give their students and must be able to justify those grades through documentation in their record books.

What are the school's strengths in this area?

- Assistant Principals mandate instruction based on the data gathered, for example, use uniform midterm examination results to ascertain weakness in specific areas such as "study of early civilizations" and inform teacher to review topic prior to Regent's exam.
- Student programs are determined by the data gathered and reviewed.
- Students are offered additional assistance through Extended Day Red, White and Blue Programs, Homework Help and Saturday Academy. The Extended Day Red Program takes place on Mondays and Wednesdays from 3:45 - 5:45 p.m. and offers students an opportunity to recover credits. The Extended Day White Program takes place on Tuesdays and Thursdays from 3:45 - 5:45 p.m. The Extended Day Blue Program takes place Saturday mornings from 9 a.m. to noon. Students have the opportunity to recover up to three credits during any single term.
- Homework Help is an after-school tutoring program that is available Mondays, Tuesdays, Wednesdays and Thursdays from 2:45 p.m. to 4:45 p.m. in math and science.
- Saturday Academy is a Regent's Preparation Program on Saturdays from 9 a.m. to noon and is available for students for sixteen weeks each term. Student's practice and review full Regent's examinations.
- During academy and department meetings student progress is discussed and data is examined.
- Teachers Center professional development as well as professional development by our consultants from the New York Math and New York Writing programs focus on using data to focus instruction.
- Study groups are focused on improving student academic achievement.
- We utilize a database in math consisting of regent's problems to assess our students progress.
- What is taught in classes constantly changes to reflect changes in the data. The content and the way the content is presented is not stagnant. Test scores bear out the results of these strategies.

What are the areas for improvement?

- Need to improve teacher understanding of the data and how to use it to guide their instruction.
- More focused alignment of data to instruction and the willingness of the entire staff to adopt a more dynamic approach to teaching where instruction is highly correlated to the data.

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HOW DOES THE SCHOOL EVALUATE PROGRESS TOWARDS MEETING ITS GOALS?

How do you know?

- The school aligns professional development with needs of the staff through academy and department study groups, through workshops facilitated by regional personnel, Teachers Center and NYC Writing Project, New York City Math Project and through High Schools That Work professional development workshops.
- Many professional workshops held on mandated PD days are run by teacher leaders of the school and are focused on addressing the specific needs of our staff.
- School leaders, under the direction of the Principal, developed the policy of utilizing study groups as the primary method of professional development. Teachers have been meeting and are preparing to share their findings with their departments and/or academy members.
- Teachers have the freedom to select the cooperative study group they wish to join in both their academy and department areas. Teachers also have the choice of topic that would be researched and documented for further discussion with staff, selected from a menu of topics developed by our professional development team based on data including observations, three-minute walkthroughs and teacher suggestions.
- We constantly review and survey our math department teachers in order to align their abilities and talents with the placement of the classes they would teach. The data that is collected includes years of experience, years in the school, motivation/attitude, performance/ability, response to change, collegiality, level of education.
- Focus on hands on/minds-on inquiry; student centered teaching; cooperative learning and critical thinking.

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- Focus on hands on/minds-on inquiry; student centered teaching; cooperative learning and critical thinking.
- All new teachers are assigned a regional mentor as well as a buddy teacher within the school.
- All New York City Teaching Fellows are assigned an additional graduate school mentor.
- Any at-risk math teachers are assigned additional professional development by the consultant from the New York Math Project.

What are the school's strengths in this area?

- The needs of the staff are assessed through observations, evaluations and surveys. Staff members are given choices for what professional development activities they wish to attend. The staff has organized themselves into study groups and chose their own focus of study from a menu of topics developed by the professional development committee. There is a focus on the improvement of instruction and in incorporating the tools and skills they have acquired during staff development sessions.
- School aligns youth development and support services around academic goals through groups such as CAPS, SPARK, etc.

What are the areas for improvement?

- Find various ways of sharing the best practices that come out of study groups. Create more specific guidelines for study group reports to insure that the findings of our study groups specify how teachers in other classrooms can duplicate these instructional activities.

WHAT ROLE, IF ANY, DO PARENTS, STUDENTS, TEACHERS AND OTHER MEMBERS OF THE SCHOOL COMMUNITY PLAY IN MAKING DECISIONS IN THE SCHOOL?

- Parents are members of the School Leadership Team and Parent's Association.
- Parents are always welcomed to the school to discuss their child's progress with their teachers and guidance counselors.
- Students participate in decision making in the school through their involvement in their academy student government, the Graphic Student Government, clubs and representation on the School Leadership Team.
- Teachers participate in decision making through their department and academy meetings, coordinator meetings, attendance meetings and study groups.
- Parents are encouraged to be active participants in the IEP annual review process.
- Parent Association meetings are held by the school in uptown locations targeting specific students who live in those areas. This has resulted in a doubling of the number of parents we are able to involve in our parent association meetings.
- Parents are invited to discuss their child's progress as a result of both academy and school-wide case conferencing.

WHAT PARTNERSHIPS WITH PARENTS, COMMUNITY BASED ORGANIZATIONS, AND OTHER INSTITUTIONS DOES THE SCHOOL HAVE? WHAT ROLE DO THESE PARTNERS PLAY?

- Community Association for Progressive Dominicans run an attendance improvement program at the school and work closely with counselors, attendance teachers and the attendance committee to identify students who are eligible and in need of their services. Educational Talent Search works with students across all grades to improve college awareness and provide college counseling to students in grades 11 and 12. Students who are eligible for the ETS program receive guidance and assistance throughout the admission and financial aid processes and are eligible for post-high school college counseling.
- Borough of Manhattan Community College provides a College Now class after school at Graphic High School to introduce our students to college level instruction. Students can earn up to three college credits each term. Course offerings include Introduction to Sociology, Introduction to Psychology and Caribbean Studies.

- John Jay College offers College Now courses on the John Jay campus to Graphic students as part of their continuing partnership with the school.
- New York City Technical College offers a variety of College Now courses to students in both technical and academic areas.
- The L.E.A.R.N. program places students in internships and jobs in their related fields of study.
- Reuters - internship and classes
- Junior Achievement - presentations and guest speakers
- USA today - curriculum and instructional materials
- New York City Technical College - offers our students free college credits through their College Now program. Students can use this program as a pathway into the college or as credit to be applied to whatever college they attend.

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.

School goals for 2010 - 2011 school year:

1. Goal #1 is improve our ELA Regent's passing rate for all students scoring 65 or higher from 58% to 65%.

2. Goal #2 is to improve our integrated algebra regents passing rate for all students scoring 65 or higher from 41% to 50%.

3. Goal #3 is to improve school-wide scholarship in all areas by 5%.

4. Goal #4 is to improve our graduation rate from 49% to 60%.

5. Goal #5 is to increase school-wide attendance from 77.8% (without LTAs) to 80%.

**Graphics High School
Action Planning for SLC Goals
2010-2011**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 1:	65% of students who take the ELA Regents during the 2010-2011 school year will pass with a grade of 65 or higher, an increase of 7% from the 2009-2010 school year.
Evidence of Need (Data)	English regents scores- January and June 2010 Acuity Exam NCLB Report
Implementation Target to Address:	Sophomores, Lowest third of juniors, seniors who have not passed ELA Regent All students, 10 th grade, lowest third, scored less than 65 on ELA Regents exam All students with a focus on 9 th grade that are levels 1 and 2.
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
<p>1. Teachers will help students develop their vocabulary knowledge through a variety of learning strategies:</p> <ul style="list-style-type: none"> ○ Teach the Seven Habits of a Good Reader ○ Teach process words so students can understand what is required of them on Regent's exams 	<p>AP of English Ms. Giannou, UFT Teacher Center English teachers Other academy teachers</p>	<p>Baseline test of process words; baseline test of vocabulary knowledge; baseline test of roots, prefixes and suffixes</p>	<p>Seven Habits charts posted in all classrooms; 8.5x11 copy of chart given to all students</p> <p>Teacher/administration created baseline tests</p> <p>Mentoring Minds Education Wheels on Critical Thinking</p>	<p>Sept. 7, 2010</p> <p>Sept. 13, 2010</p> <p>Teachers receive Learning Wheels</p> <p>September 13-17 teachers will create baseline tests for administration to all</p>

<ul style="list-style-type: none"> ○ Include process words in every lesson and on all formative and summative exams. ○ The teaching of roots, prefixes and suffixes 		<p>Students read a loud evaluation</p> <p>Teacher made exam</p> <p>Formal and informal classroom observations</p>	<p>Copies of old Regent's exams</p>	<p>students in English classes</p> <p>Sept. 20-24 Teachers grade and then analyze data of baseline tests</p> <p>Oct. 2010 – June 2010</p>
<p>2. English and social studies teachers in grades 9, 10, and 11 will teach students how to write a thesis statement and a multi paragraph essay including an opening paragraph and a concluding paragraph.</p> <ul style="list-style-type: none"> ○ This will begin with a mix of low-stakes writing including “Do Nows, Exit Slips, Short Responses) tailored toward Regent’s styled questions in every lesson. ○ High Stakes writing of essays, long responses and structured paragraphs which will be graded on the Regent’s Rubric. 	<p>AP of English AP of History Ms. Giannou, UFT Teacher Center Academy English & social studies teachers</p>	<p>Baseline essays in English and social studies</p>	<p>Writing rubric posted in all classrooms</p> <p>8.5 x 11 writing rubrics for distribution to students</p>	<p>Week of 9/13/10</p> <p>Week of 9/13/10 Teachers review writing rubric with students in English and SS classes</p> <p>Week of 9/20 Teachers of English and SS give students essays to write and to be graded using Writing Rubric.</p>

<p>All ELA teachers will give Regents formatted uniform midterm for all grades. Teachers will use the results of this midterm to inform all teachers within their academy of specific needs and will re-teach specific skills where necessary</p> <p>Teachers in all academic subjects will use Regents formatted questions in “Do Now” activities as well as in formative and summative exams</p>	<p>AP of English English Teachers Social Studies teachers Other academy Teachers</p> <p>Directors Content AP’s All academic teachers</p>	<p>Regents formatted midterm</p>	<p>Copies of Regents formatted midterms</p> <p>Samples of Regents formatted “Do Now” activities</p>	<p>Creation of tests during October CPT meetings</p> <p>Administration of midterm in first week of November</p> <p>Analysis of results – First week of December</p> <p>Re-teaching to begin by December 8, 2010</p> <p>Formal and informal observations from Sept 2010 to June 2011</p>
<p>3. Teachers in all academies will be using inquiry teams to focus on assisting students in passing their Regent’s exams by teaching specific skills identified in the Acuity ELA tests as areas of student deficiencies.</p>	<p>English and S.S. teachers Ms. Giannou, UFT Teacher Center</p>	<p>Baseline Acuity exams given to students</p> <p>Predictive Acuity given to students</p>	<p>Acuity Test</p>	<p>Acuity test given to grade 9 students on (?)</p> <p>Teams of teachers in academies review acuity results and decide of area of focus for inquiry team work</p>

Professional Development Required:

Shared professional development between English and History teachers to facilitate interdisciplinary units of instruction including specific writing of essays in both English and history classes

Graphics High School
Action Planning for SLC Goals
2010-2011

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 2:	50% of students who take the integrated algebra Regent's exam during the 2010-2011 school year will pass with a grade of 65 or higher, an increase of 9% from the 2009-2010 school year.
Evidence of Need (Data)	ARIS data on the 8 th grade assessments; Pre-tests. Prior Algebra Regents Exam results, NCLB Report Acuity Exam, Integrated Algebra regents scores from June 2010
Implementation Target to Address:	All level 1 and 2 All 9 th and 10 th grade algebra students, especially those who have failed the exam at least once. Incoming 9 th graders who are level 1 and 2 based on state 8 th grade test and 10 th graders who scored 55 to 65 on June 2010 regents
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Using data to inform instruction <ul style="list-style-type: none"> ○ Focused curriculum which emphasizes topics most frequently tested on Regent's exams 	AP of Math Academy Directors Math Teachers	Review of June 2010 Regent's results Item analysis of June 2010 Regent's Analysis of May 2010 Acuity exam	June 2010 Regents May 2010 Acuity	Sept. 13-20, 2010 during math department meetings
2. Cooperative learning strategies which train students to collaboratively solve problems	AP of Math Math teachers HSTW consultant	Classroom observations, both formal and informal conducted by AP of math and academy directors	Professional development of cooperative problem solving conducted by HSTW consultant	September 2010

<p>3. Additional math supports:</p> <ul style="list-style-type: none"> ○ Students required to take an additional fifty hours of math lab after school in spring 2011 term ○ Saturday academy focused on Regent's preparation for integrated algebra ○ Homework Help after school Mon-Thursday for math tutoring and review ○ Thirty Days to Math Success program ○ Mock integrated algebra regents 	<p>AP of Math Academy Directors Math Teachers</p>	<p>Student sheets for math lab attendance</p> <p>Saturday Academy classes for Regent's preparation</p> <p>Attendance sheets for HW Help participation</p> <p>Schedule for beginning-end of Math Success program</p> <p>Schedule for mock regents</p>	<p>After school M-Thur in spring 2011 term</p> <p>Teacher for Saturday Academy program</p> <p>Teachers for M/W and T/Th HW Help program</p> <p>Booklet created by math AP and teachers focused on integrated algebra</p> <p>Exam created by department</p>	<p>February 2011-June 2011</p> <p>Last six weeks Dec-Jan and May-June</p> <p>Beginning October 2010</p> <p>First week of May 2011</p> <p>Saturday in May 2011 (exact date TBD)</p>
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Professional Development Required:

Kenna Chaskin, HSTW staff developer will work with group of five to seven math teachers to differentiate instruction as well as inform teachers on how to present students with real-life projects. Tentative dates for this PD are Oct 13-15, Dec 14-16, March 14-16, May 16 during the 2010-2011 school year.

**Graphics High School
Action Planning for SLC Goals
2010-2011**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 3:	To improve school-wide scholarship by differentiating instruction in all classes. Increase scholarship passing rates in all subjects and across all grade levels for all students by 5%
Evidence of Need (Data)	ARIS, Regents scores, Acuity Exams Scholarship Reports, Regents Scores, Attendance Rates, Mock Regents Results Passing percentage rate.
Implementation Target to Address:	lowest third , scored less than 65 on English Regents exam Students who are failing classes BEFORE report cards are sent out. All students in photography academy.
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. In all classes students will be provided with a menu of assignment options based in individualized learning styles	Academy Director Department AP's Academy Teachers	Monitoring student progress and grades on a monthly basis	Create menu of variable assignments	Baseline tests September 17,2010 Presentations January 14, 2011 June 10, 2011
2. In all classes we will institute a redo policy which gives students an opportunity to make up work and earn credit toward mastery of skills.	Academy Director Department AP's Academy Teachers	Where work completed by students is not up to standards students will have an opportunity to redo work and earn credit. Various exams showing student progress.		Introduce the policy on the first day of class in September Have students redo work beginning with the first content area exam,

				project or homework in September
<p>3. Teachers use data to track and share progress of students</p> <p>Identify students that are in danger of failing any classes within first month of school terms in October and February and provide Immediate intervention through:</p> <ul style="list-style-type: none"> ○ Tutoring during the school day, before or after school and Saturdays. ○ Student conference with all students teachers ○ Parent contact and in-school conference with signed contract of specific actions to be taken 	Academy Director Academy Teachers	Analyze test grades, formative assessments, homework, attendance, etc.	Data showing student progress or lack of progress	
4. Keep students and parents informed of student progress by making information accessible online.	Academy Director Academy Coordinators Academy Teachers	Parental agreements to review and support students' online grade records.	Online grading software for parents and students Aris, Email	Sept. 2010 – June 2011
Professional Development Required:				

Differentiated instruction: When, Why and How? will be presented to all academy teachers by K. Giannou, UFT teacher center. This PD will consist of four sessions during CPT beginning in October 2010.

**Graphics High School
Action Planning for SLC Goals
2010-2011**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 4:	To improve our graduation rate from the June/August rate of 49% to 60% in June 2011.
Evidence of Need (Data)	Report cards & Transcripts Previous graduation rate, credit accumulation and recent scores.
Implementation Target to Address:	All students who are at risk of not graduating on time. Students who scored below 65 on exam All students (Specifically Juniors and Seniors).
Area of Focus:	Circle One: Instruction Leadership Support Structure

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
1. Teachers and guidance staff will inform students about their transcripts. Specifically, what they have, don't have, and need to insure timely graduation.	Guidance counselors and academy coordinators.	Report cards. Transcripts.	ARIS	Once each term within the first six weeks of school term.
2. Seniors to mentor freshmen to encourage students to work towards graduation goal. (Idea of	Academy Director Academy Coordinator	Seniors to keep a log of their meetings with mentees to gain extra credit in ELA or SS classes	List of senior mentors Workshops for senior mentors	Sept-Oct 2010 Oct. 1-5, 2010

giving seniors responsibility for mentoring younger students will motivate them to demonstrate success)		Seniors to alert Academy Coordinator	List of activities and assistance to be provided Schedule for senior mentors to meet with freshman students.	Oct. 15, 2010
3. Parental involvement Senior assembly for all parents and senior students to be held in evening in first week of October 2010 to inform parents of what students must complete in order to graduate in June 2011	Principal AP PPS Academy Directors Guidance Counselors	List of how many students and parents come to the Potential Graduates Assembly	Transcripts Personalized list of fall program, tentative spring program and what Regents students need to pass in order to graduate in June 2011	July 2010 – Sept. 2010 Counselors will review all transcripts and create personalized information sheets for parents

Professional Development Required:

Counselors will review with all teachers at CPT meetings to review what the credit accumulation requirements and needed Regents are for students to graduate in June 2011, June 2012 and June 2013. The goal of this PD is to inform teachers so that can continually inform and reinforce to students the increased standards for graduation.

**Graphics High School
Action Planning for SLC Goals
2010-2011**

SMART GOAL: Strategic/Specific, Measurable, Attainable, Results-based, Time-bound

Goal 5:	To increase school-wide attendance from 77.8% (without LTAs) in June 2010 to 80% in June 2011.
Evidence of Need (Data)	Graduation rate below 50%; p. 1 & 9 attendance abysmal; lots of LTAs ARIS, ATS, survey teachers Attendance sheets or DATA.
Implementation Target to Address:	Kids with attendance rates at or less than 75-80%; NOT IN ADVANCE ACADEMY Students with 70% attendance or higher, 9 th grade students with poor attendance who previously had satisfactory attendance records from middle school records (as shown on ARIS). High absence rate of Photography students – (seven unexcused absences per marking period).
Area of Focus:	Circle One: <u>Instruction</u> <u>Leadership</u> <u>Support</u> <u>Structure</u>

Specific Strategy/Actions	Person Responsible	Formative/Summative Measurements & Artifacts	Resources Needed	Timeline For Implementation
Organized attendance outreach: <ul style="list-style-type: none"> ○ Google Doc for student phone numbers and call log for whole academy 	Academy Director Academy Coordinator Academy teachers	Monthly check-ins to assess data added Weekly tracking of academy attendance Weekly tracking of students whose prior year attendance was under 80% or whose grades have dropped one letter grade or more	Google notes Access to phones	Sept 7: quick refresher on Google Docs; document template from ARIS Sept 13: Show students the Google Doc, make aware of tracking process Sept 20: input first six days of attendance during period 3.

<ul style="list-style-type: none"> ○ Attendance team in each academy to analyze data and plan interventions 			<p>Monthly ATS reports (RDCR, RDAL, RGST, RPUR) by academy</p>	<p>Week of Oct 11: one full month of data compiled. Reviewed by team of teachers in academies to decide on intervention steps. Data also shown to parents at Parent Teacher Conference Follow up from conference will be:</p> <ol style="list-style-type: none"> 1. Parent signs at conference or 2. Signed for HW grade needed to pass <p>Monthly follow-ups with same format—3rd week of month, parent must sign (phone calls home if signature missed)</p> <p>Week of Dec. 20: Conference with each kid about data on doc; formulate a recovery plan if needed</p> <p>Make kid bring document to each teacher for written plan and signature; signed sheet scanned, attached to Google Doc, and filed.</p>
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				<p>Week of Jan 10, 2011: Another conference If you had to do recovery plan in Dec, document progress; if no progress made, mandatory administrator intervention.</p> <p>Week of June 13: clean up and file Google Doc (digital and paper)</p>
<p>2. School Security Initiative. Focus on accountability for students leaving prior to scheduled time</p>	<p>AP of Security Level III of SSA Deans and school aides School Safety Agents</p>	<p>Track the number of students leaving after period 7 and 8.</p>	<p>Monitor exits after periods 4, 5, 6.</p> <p>Monitor main entrance/exit after period 7 and 8.</p> <p>Student ID's in two colors</p>	<p>Week of Sept. 7: Announce rules to students;</p> <p>Summonses for cutting or leaving building before end of school day; new form; new color</p> <p>Each month academy personnel will:</p> <p>Track attendance summonses</p> <p>Prove results of efforts with data in graph form, present to APs each month.</p>

				<p>Week of Nov. 22: Reward outstanding performance in a teacher/staff-wide ceremony</p> <p>Week of Dec. 20: Outside Performance ? Review based on data</p> <p>Jan, Feb, Mar, Apr, May: Track completion; data in graph form to APs</p> <p>Week of June 7: Reward outstanding performance in a teacher/staff-wide ceremony</p> <p>Week of June 13: Outside Performance Review based on data</p>
3. Collaborate with SPARK and CAPS to get kids to class	SPARK counselor CAPS counselors	Check programs and move students to class; students not allowed to go to SPARK or CAPS without note from their teacher		
4. Academy Incentives: ○ Tickets that can redeemed for products in academy	Acad. Coordinators Academy teachers	Making lists of two groups: 50-74% attendance and 75%+ attendance	Catalogue of Prizes: sweatshirts, school supplies, backpacks, gift cards, water bottles,	1 st marking period—fund raise, accumulate prizes and establish reward criteria; 2 nd marking

<ul style="list-style-type: none"> store ○ Attendance contests ○ Honors awards and assemblies for good attendance ○ Extra points from teachers for excellence/improved attendance ○ Field trips 			<p>lanyards, buttons, keychains, stickers</p> <p>Funding: Bake sales Donor's Choose</p>	<p>period—collect attendance data and advertise store; 3rd marking period—implement store</p>
2. Wake up call	<p>Wake up call committee</p> <p>School aides</p>	<p>Provide list of students who are chronically late to school to wake up call committee.</p> <p>Specifically targeting two groups: 50-74% attendance and 75%+ attendance</p>	<p>Per session hours for school aides who can come in at 6:30 am to make the calls.</p> <p>Use of a call tracking system on Google docs that teachers can access to look for feedback on whether we are reaching parents.</p>	<p>Sept 13, 2010</p> <p>Sept. 20, 2010</p>
3. Buddy system: Pair up students within classes or freshmen with seniors.	Classroom teachers, academy directors	Checklist, log	Paper pencil	<p>End of September: Identify students with attendance problems</p> <p>Early October: Pair up students</p>
4. In-school cutting/Hallway	Calderon, Safety	Look at hallways	NA	From day one! Early start

walkers: hallway sweeps from 1 st day of school	Agents, Undercover agents			to set a precedent in September

Professional Development Required:

“Classroom management, teachers role in attendance and lateness and what you can do” will be the focus of PD presented by deans at opening day staff development meetings for all teachers.

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	643	528	95	53	420	156	45	40
10	156	162	186	60	135	30	60	32
11	40	39	196	55	125	10	47	17
12	54	84	98	62	102	12	23	15

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: Saturday Academy Homework Help PM School SES Services Extra Class for 9 th Graders In-School tutoring	Saturday morning Regent's preparation Daily after school tutoring program After school program gives students the opportunity for credit recovery After-school literacy enrichment 2 nd period of English On-demand tutoring during lunch periods
Mathematics: Saturday Academy Homework Help After-School Tutoring PM School In-School tutoring	Saturday morning Regent's preparation Daily after school tutoring program Student's required to do 40 additional hours in this program to prepare them for Regent's exams After school program gives students the opportunity for credit recovery On-demand tutoring during lunch periods
Science: Saturday Academy Homework Help Lab Make-Ups	Saturday morning Regent's preparation Daily after school tutoring program and lab makeup time Lab Make-Ups
Social Studies: Saturday Academy Homework Help PM School	Saturday morning Regent's preparation Daily after school tutoring program After school program gives students the opportunity for credit recovery
At-risk Services Provided by the Guidance Counselor:	Individual counseling Referrals to community-based organizations Parent/Attendance outreach as necessary Academic Planning
At-risk Services Provided by the School Psychologist:	Psychological testing and educational needs assessment counseling Referrals to community-based organizations Parent outreach as necessary

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:** 183 LEP 0 Non-LEP

Number of Teachers 3 **Other Staff (Specify)** Ms. Nereida Colon- Paraprofessional, Ms. Reyes Suero- certified Bi-lingual Math Teacher and Ms. Mona-Lisa Tello – certified Bi-lingual Science Teacher

School Building Instructional Program/Professional Development Overview

When students are enrolled in our school they are identified as ELLs via their last NYSESLAT score or their home language survey. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent’s program of choice. When a student is new to the New York City Public School system, parents complete a home language survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within five days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The parent coordinator and our Bilingual/ESL coordinator give parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice. At the beginning of every

academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) reviews students' programs to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in monolingual classes. We currently have 183 ELL students, which is 10.5% of our student body.

The ESL program is not organized by grade level, but by proficiency level. There are 12 periods of ESL: 4 classes for the beginner level, 2 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 2 classes for the advanced level and 2 classes for students who have been at the advanced level for more than one year but have not reached proficiency.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with core classes in their native language. The Math department provides five classes of bilingual Math. The Science department provides two classes of science instruction in the 10th grade and three classes of instruction in the 11th grade. In addition to these, there are 13 periods of Native Language Instruction every day.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as our acting club, swimming club and NJROTC program.

I. Parent/community involvement:

- The Entitlement Letter and the Program Selection forms are mailed home in English and in the students' home language.
- Parents are invited to attend our orientation meeting which is organized by the school's Parent Coordinator. At this meeting, parents watch the Parent Orientation video and ask questions regarding the Bilingual and ESL programs that the school offers.
- Parents who are unable to attend the meeting are encouraged to visit or call the school to discuss the program options with the Parent Coordinator.
- Once the deadline for returning the Program Selection form has passed, the Placement Letter is mailed home

II. Project Jump Start (Programs and activities to assist newly enrolled ELL students):

Before the first day of school, students and parents are invited to the school for a freshman orientation where they are introduced to staff members, are given a tour of the school and its various programs, are introduced to the school's support network, and discuss our wide ranging extracurricular activities.

We offer our newly enrolled ELL students after-school tutoring and two remedial courses/clubs taught by two ESL teachers. Students use our portable computer lab and the Rosetta Stone Software according to their proficiency level. Students have been using this program in their classes to improve their speaking and writing skills. Newly enrolled ELL students will have classes facilitated by "El Repertorio Espanol" for a theater and literacy component where students learn how to act and write their own theater productions. The actor/actress will work in collaboration with the ESL teacher, to focus on improving students' listening and speaking skills. Students will attend one of two ESL remedial classes twice a week during after-school hours. These classes will improve students' reading and writing skills by focusing on differentiated approaches for English Language Learners. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the area of reading and writing.

III. Staff Development (2010-2011 activities):

Professional Development will be provided by Kathy Giannou from the UFT Teacher Center. Each topic will be presented/reviewed and then implemented in the ESL classes. Teachers will meet on a weekly basis to discuss best practices. Teachers have time built into their professional assignment for implementation, observation, and self-assessment of the strategies and their practices. Professional development will focus on, but not limited to, the following topics:

- Creation of Editing Marks poster and class sets for beginning-transitional ESL classes.
- Discussion of Writing Process and implementation of editing marks at late stage.
- Writing to Learn as valuable strategy to promote reflection, retention, and assessment.
- ABC Word Wall and implementation as pre-, during-, and post-reading activity.
- Three Learning Styles in Support of Differentiated Instruction: Auditory, Visual, and Tactile-Kinesthetic.
- Creation of Flip Books to organize and categorize information in all content areas.
- Value of using Graphic Organizers to support text structure, conceptual thinking, categorization, and pre-writing structure, etc.
- Semantic Mapping to organize, elicit, and chart information as a pre-writing strategy.
- Total Physical Response: modeling and implementing.
- Vocabulary Instruction in the ESL classroom: Greek and Latin Roots.

IV. Support Services

All ELLs have a dedicated Bilingual/ESL guidance counselor. All students are provided with other support services such as speech, AIS, occupational therapy, physical therapy, and /or SETSS. Our students are served by a total of 10 certified ESL/Bilingual teachers, and one Bilingual Paraprofessional.

V. Native Language Assessments

All students in Bilingual classes receive their assessments in Spanish, since 100% of students in the Bilingual program are native Spanish speakers. They receive various formative assessments throughout the academic year that are both teacher generated, and state mandated. All of these assessments go through extensive data analyses by the teachers to guide instruction. All ELLs also receive various state assessments in their native language.

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 Graphic Communication Arts has one of the highest ELL populations of any high school in the borough of Manhattan. Currently, we serve 183 ELL students from grades 9-12 out of a total population of 1740 students. The freshman class has 47 ELLs, the sophomore class has 46 ELLs, the junior class has 54 ELLs and the senior class has 36 ELLs. The majority of our ELL students, 174, speak Spanish as their native language. The other languages spoken by our ELL population includes Japanese (3), French (1), Albanian (2) and Haitian-Creole (3). We currently have 90 long term ELLs. We serve our ELL population based on the results of their home language surveys and NYSESLAT scores. As a result, we have students from various grade levels in classes that meet their deficiencies and promote the acceleration in the acquisition of the English language.

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentations and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in mainstream classes. We currently have 183 ELL students, which is 10.5% of our student body.

All ELL students are part of the small learning communities in our school. These students have reaped the same benefits of smaller learning communities as the main population of the school. Due to the fact that these students are programmed by ability as well as by grade level, it is difficult to have them programmed exclusively in an academy. As a result, it is sometimes necessary to group two or more academies in an ESL classroom. Additionally, we will be implementing more of the Balanced Literacy curricular philosophies.

The ESL program is not organized by grade level, but by proficiency level. There are 11 periods of ESL: 2 classes for the beginner level, 3 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 2 classes for the advanced level and 2 classes for students who have been at the advanced level for more than one year but have not reached proficiency.

Our plan for those ELLs who entered the school system for less than three years is to provide them with 3 periods of ESL instruction as mandated under the CR Part 154 if they scored Basic in the NYSESLAT. The focus of this instruction is language acquisition and conceptual development. Teachers use student performance data with multiple assessments to plan instruction to meet the ELL's needs. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, 60% of the instruction takes place in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language will decrease and English will increase. Teachers use scaffolding strategies to teach content area. Leveled classroom libraries, Spanish-English dictionaries and word walls are used in both languages.

The school's plan for the long-term ELLs is to offer them one ESL class in addition to their ELA class. The ESL teachers work collaboratively with the ELA teachers. We are working on infusing ESL strategies into content instruction. Teachers review student performance data and they differentiate instruction to meet the diverse needs of the student population. Scaffolding strategies such as modeling, bridging, contextualization and text representation are being taught to the teachers, who are incorporating these strategies into their lessons.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with core classes in their native language. The Math department provides five classes of bilingual Math, at various grade levels. The Science department provides two classes of science instruction in the 10th grade and three classes of instruction in the 11th grade. The Social Studies department provides two classes of bilingual instruction in the 9th, 10th, and 11th grade. In addition to these, there are 7 periods of Native Language Instruction every day: two classes in the 9th, 10th and 11th grade and one class in the 12th grade.

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.

ESL teachers meet on a weekly basis to discuss successful strategies used in the ESL classroom. They are part of the ELA Department and receive professional development and training in helping ELLs receive ELA standard-based instruction aimed at helping ESL students pass the New York State ELA regents exam and the NYSESLAT. ESL teachers receive extensive professional development in the analysis of data so that instruction in ESL classes is data driven and adapted to students' ability. Teachers receive and analyze various reports such as the RESI and NYSESLAT raw score reports so that they could provide differentiated instruction tailored to their students' needs. Teachers will also attend ELL workshops provided by the Office of English Language Learners, such as the "Getting Results Now for Secondary ELLs" workshop. Periodic Professional development for ESL teachers is provided by Debbie Freeman, from the New York City's Writer's Project, and from Kathy Giannou

from the UFT Teacher Center. Professional Development topics focus on the development of students' literacy skills and the transition from students' native language to the English language.

Professional Development will be provided by Kathy Giannou from the UFT Teacher Center. Each topic will be presented/reviewed and then implemented over the course of two weeks. This will give teachers time for implementation, observation, and self-assessment. It will focus on, but not limited to, the following topics:

- Creation of Editing Marks poster and class sets for beginning-transitional ESL classes.
- Discussion of Writing Process and implementation of editing marks at late stage.
- Writing to Learn as valuable strategy to promote reflection, retention, and assessment.
- ABC Word Wall and implementation as pre-, during-, and post-reading activity.
- Three Learning Styles in Support of Differentiated Instruction: Auditory, Visual, and Tactile-Kinesthetic.
- Creation of Flip Books to organize and categorize information in all content areas.
- Value of using Graphic Organizers to support text structure, conceptual thinking, categorization, and pre-writing structure, etc.
- Semantic Mapping to organize, elicit, chart and eliminate information as a pre-writing strategy.
- Total Physical Response: modeling and implementing.
- Vocabulary Instruction in the ESL classroom: Greek and Latin Roots.

Section III. Title III Budget

School: The High School of Graphic Communication Arts BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$19,146	2 after-school clubs focused on remediation in Reading and Writing for long term ELLs. Activities to increase Parental Involvement. Paraprofessional.
Purchased services - High quality staff and curriculum development contracts.	\$6,374	In Class sessions with <i>El Repertorio Espanol</i>. Direct Instruction: El Repertorio Espanol will work with 2 different classes on improving their listening, speaking, reading and writing skills through acting and screenplay writing.
Supplies and materials - Must be supplemental. - Additional curricula, instructional	\$2,000	Novels and workbooks for ELL students.

materials. Must be clearly listed.		
Travel		
Other	\$500	Professional Development from the Office of ELLs
TOTAL	\$28,020	

ADDENDUM

Our student population needs assistance primarily with their writing skills. Other students need help in the areas of reading, listening, and speaking. As a result, the following supplemental instructional activities are provided by our licensed ESL teachers during the school day and in after school programs designed for our ELLs:

This year, using Title III funding, we will continue to use our portable computer lab and the Rosetta Stone Software for each proficiency level. Students have been using this program in their classes to improve their speaking and writing skills. The software merges interactive technology with listening comprehension, structure and sequence, problem solving, and readiness to talk.

We will also have a partnership with “El Repertorio Espanol” for a theater and literacy component where students learn how to act and write their own theater productions. The actor/actress will work two days a week, in collaboration with the ESL teacher, to focus on improving students’ listening and speaking skills. The participating actor meets with the designated ESL teacher(s) prior to their classroom visits to plan lessons that support the teachers’ ESL instruction. The actor/actress then works with the teacher during a class period to deliver lessons focused on helping students improve their reading, listening, writing, and speaking skills. Activities during the visits include learning how to conduct improvised pieces of acting, reading and listening to short screenplays, and writing and editing student-created screenplays.

Students will attend one of two ESL remedial classes twice a week during after-school hours taught by our fully certified ESL teachers. Students will also receive the support of our Bilingual Paraprofessional who works with the ESL teachers and ELLs during the school day. Her role is to assist students with their English language acquisition through via their native language. She does not provide direct instruction to students. She supports the ESL teachers’ work by providing students individual support while the teacher provides the instruction. These classes will improve students’ reading and writing skills by focusing on differentiated approaches for English Language Learners. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the area of reading and writing.

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.

The data and methodologies used to assess our school's written translation and oral interpretation needs are recorded and maintained on emergency cards and home language surveys. Student's Home Language Survey's were examined to determine the primary language spoken by both students and parents. In addition, data from ATS is examined in the form of the RHLA report. The data from this report was examined at the beginning of the school year to determine language translation of materials for both students and parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - The majority of our non-English speaking parents speak Spanish.
 - The minority of our non-English speaking parents speak such languages as Chinese, Russian, Bengali, and French.
 - The Assistant Principals of Academic Areas, the Assistant Principal of Organization, the Assistant Principal of Pupil Personnel Services, Academy Coordinators and teachers were interviewed to assess the written translation and oral interpretation needs.
 - The greatest needs that have been reported were the need for Spanish translators when teachers are attempting to contact parents by telephone and the need for translators during Parent-Teacher conferences.
 - The findings were communicated to the school community during department conferences and during PTA meetings through the Parent Coordinator

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.

The written translation services the school will provide will focus on the translation of Progress Reports, memos pertaining to Regent's Prep, Saturday Academy and extracurricular activities, and After-school tutoring. All the translations communicate information about the school's academic programs, and student participation and academic performance. All written Spanish translations will be provided by our teachers and parent coordinator. We will use the Department of Education's translation services to meet the needs of the other students and parents whose home language is not English or Spanish. The majority of the translations will be done well in advance when done in-house. Those requiring the Department of Education's translation services will be given at least 3 weeks for translation.

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

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit and BETAC will be used to provide translation for languages that cannot be translated at school.

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 has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English and Spanish. The school will provide parents whose primary language is not English or Spanish with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services

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:	\$1,222,079	\$ 611,655	\$1,833,734
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 12,221	\$ 6,117	\$ 18,338
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 61,104	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 122,208	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.

A review of our scholarship, attendance and Regents passing results shows that although we have made significant improvement in the number of students taking and passing their assigned classes we are still facing great challenges in improving our attendance and in getting more students to pass their required Regents examinations.

See pages 13-37

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

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.

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.

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.

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.

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 school-wide 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 School-wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ^[1] Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ^[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$1,026,547	✓	
Title I, Part A (ARRA)	Federal	✓			\$ 605,539	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓					
Title IV	Federal	✓					
IDEA	Federal	✓			\$ 207,564	✓	
Tax Levy	Local	✓			\$7,082,461	✓	

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

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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.)

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

STH will be identified for the guidance counselor

STH will be offered counseling services during the school day

The attendance of STH will be monitored and they will be offered the services of the school's attendance program

STH will be offered emergency school supplies including a book bag / backpack

Academy coordinator and guidance counselor will encourage STH participation in school athletic and social programs

STH will be encouraged to participate in the school's tutoring programs

Parents of STH will be recruited and encouraged to participate in the school's parent association

Parents of STH will be contacted about their eligibility for supplemental educational services

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 Graphic Communication Arts					
District:	2	DBN:	02M625	School		310200011625

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	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		69.9	75.0	75.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	93.1	93.1	94.7
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	75.0	84.6	84.6
Grade 8	0	0	0				
Grade 9	818	759	552				
Grade 10	546	514	536				
Grade 11	225	325	327	<i>(As of June 30)</i>	26	52	40
Grade 12	196	222	286				
Ungraded	3	0	1				
Total	1788	1820	1702	<i>(As of October 31)</i>	25	26	14

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	111	78	67	Principal Suspensions	230	173	176
# in Collaborative Team Teaching (CTT) Classes	103	122	116	Superintendent Suspensions	72	81	47
Number all others	127	119	115				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1610	994

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	68	67	TBD	Number of Teachers	128	130	123
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	41	42	34
# receiving ESL services only	59	70	TBD	Number of Educational Paraprofessionals	3	3	8
# ELLs with IEPs	33	52	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
	184	127	361	% fully licensed & permanently assigned to this school	98.5	97.7	94.2
				% more than 2 years teaching in this school	76.3	75.9	81.3
				% more than 5 years teaching anywhere	55.0	54.9	69.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	74.0	83.7
American Indian or Alaska Native	0.1	0.2	0.1	% core classes taught by "highly qualified" teachers	95.8	97.6	87.6
Black or African American	36.1	32.5	31.5				
Hispanic or Latino	59.2	61.3	62.9				
Asian or Native Hawaiian/Other Pacific	2.0	2.6	3.1				
White	2.5	2.3	2.4				
Male	49.7	46.4	47.2				
Female	50.3	53.6	52.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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				X	vsh	v	45
Ethnicity							

American Indian or Alaska Native							-
Black or African American				X	X		
Hispanic or Latino				X	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				X	vsh		
Limited English Proficient				-	-		
Economically Disadvantaged				X	vsh		
Student groups making				0	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	UPF
Overall Score:	41.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment:	6.6	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SCHOOL-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- Parental Involvement- (b) School Parental Involvement Policy 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.

NOTE: Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the **bolded items** listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by *Section 1118- Parental Involvement (d)-Shared Responsibilities For High Student Academic Achievement* into their School-Parent 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.

SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2010-1011

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **High School of Graphic Communication Arts** will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*Graphic High School is recognized as a safe and secure learning environment.
All teachers at Graphic High School are certified as highly qualified.
Weekly professional development for all staff will insure a high-quality curriculum and that high quality instruction will take place.*

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Open School Day and Open School Night as scheduled by the DOE. In addition teachers and other staff members are available to attend Parent Association Meetings to inform parents about student programs and progress.

- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

Academy Coordinators, Academy Directors and Academy Teachers will provide parents with progress reports within the first six weeks of each term. Students in need of intervention services will have their parents brought up to the school for individual conferences with academy personnel in an effort to address and remediate

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Academy Coordinators and Directors are always available to meet with parents as needed. When Academy Teachers are required to be present, specific appointments will be made to insure that the teacher does not have a regularly scheduled class at that time.

- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

Parents are always welcome at Graphic High School. Although at the High School level parents are generally not comfortable going into classes in which their children are enrolled, (as the student is generally embarrassed by their presence), parents are welcome to do classroom visitations if they wish.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- *making education a priority in our home by*
- *making sure my child is on time and prepared everyday for school*
- *monitoring attendance*
- *talking with my child about his/her school activities everyday*
- *reviewing daily homework and making sure it is completed*
- *participating, as appropriate, in decisions relating to my children’s education*
- *promoting positive use of my child’s extracurricular time*
- *encouraging my child to participate in after school and in school activities on a regular basis*
- *staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate*
- *communicating positive values and character traits, such as respect, hard work and responsibility*
- *helping my child accept consequences for negative behavior*

- *being aware of and following the rules and regulations of the school and district*
- *supporting the school's discipline policies*
- *express high expectations and offer praise and encouragement for achievement*

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT <u>OPTIONAL</u> AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)
--

The High School of Graphic Communication Arts will:

- *involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;*
- *involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;*
- *hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;*
- *provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;*
- *provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;*
- *provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and*
- *provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the High School of Graphic Communication Arts will:

- *recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Services*
- *work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.*
- *work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.*

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School of Graphic Communication Arts					
District:	2	DBN:	02M625	School		310200011625

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	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		69.9	75.0	75.4
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	818	759	552				
Grade 10	546	514	536				
Grade 11	225	325	327				
Grade 12	196	222	286				
Ungraded	3	0	1				
Total	1788	1820	1702				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.1	93.1	94.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	75.0	84.6	84.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	26	52	40

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	25	26	14

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	111	78	67	Principal Suspensions	230	173	176
# in Collaborative Team Teaching (CTT) Classes	103	122	116	Superintendent Suspensions	72	81	47
Number all others	127	119	115				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1610	994

English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	68	67	TBD	0	0	0	

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	59	70	TBD	Number of Teachers	128	130	123
# ELLs with IEPs	33	52	TBD	Number of Administrators and Other Professionals	41	42	34

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	8
--	--	--	--	---	---	---	---

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
	184	127	361	% fully licensed & permanently assigned to this school	98.5	97.7	94.2
				% more than 2 years teaching in this school	76.3	75.9	81.3
				% more than 5 years teaching anywhere	55.0	54.9	69.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	74.0	83.7
American Indian or Alaska Native	0.1	0.2	0.1	% core classes taught by "highly qualified" teachers	95.8	97.6	87.6
Black or African American	36.1	32.5	31.5				
Hispanic or Latino	59.2	61.3	62.9				
Asian or Native Hawaiian/Other Pacific	2.0	2.6	3.1				
White	2.5	2.3	2.4				
Male	49.7	46.4	47.2				
Female	50.3	53.6	52.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	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						v

Individual Subject/Area AYP Outcomes:

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

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				X	vsh	v	45
Ethnicity							

American Indian or Alaska Native							-
Black or African American				X	X		
Hispanic or Latino				X	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				X	vsh		
Limited English Proficient				-	-		
Economically Disadvantaged				X	vsh		
Student groups making				0	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	UPF
Overall Score:	41.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment:	6.6	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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 CFN 206	District 02	School Number 625	School Name H.S.G.C.A.
Principal Jerod Resnick		Assistant Principal Llermi Gonzalez	
Coach Kathy Giannou		Coach type here	
Teacher/Subject Area Matilde Yunsan/ESL		Guidance Counselor Joanne Nguyen	
Teacher/Subject Area Tiana Junius/ESL		Parent type here	
Teacher/Subject Area Megan Cottrell/ESL		Parent Coordinator Annie Leon	
Related Service Provider type here		Other Mona-Lisa Tello	
Network Leader Judith Chin		Other Reyes Suero	

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	3	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1740	Total Number of ELLs	183	ELLs as Share of Total Student Population (%)	10.52%
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Part II: ELL Identification Process

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

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

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

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

When students are enrolled in the school, an informal interview takes place between the Bilingual counselor, ESL testing coordinator, parent coordinator, the student and their parents in both their native language and English. During the interview, students and parents are welcomed to the school community and given an orientation about the school's program offerings and policies. The conversation that takes place with the student encourages the use of whatever English the student knows. It centers on the student and parent providing the staff information regarding the student's education records and extracurricular activities.

We then use data to identify students as ELLs. The most important is the completed home language survey, accompanied with their last NYSESLAT/LAB-R score. If students who are ELLs are enrolled in the school, the Bilingual/ESL guidance counselor schedules students depending on their last NYSESLAT score and the mandated hours of instruction in the parent's program of choice. When a student is new to the New York City Public School system, parents complete a home language survey where they indicate the primary language spoken at home. If the primary language spoken at home is a language other than English, students are given the LAB-R within ten days by our Bilingual/ESL program coordinator (certified ESL teacher) to identify if they are indeed ELLs. The parent coordinator and our Bilingual/ESL coordinator give parents an orientation describing the programs available to ELLs with a focus on helping parents make an educated choice when choosing their program of choice. At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) and the students' guidance counselor (Ms. Joanne Nguyen) review students' programs against students' last NYSESLAT score to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively. We have an ESL coordinator who ensures that parents' surveys and program selection forms are returned. The coordinator conducts parental outreach and returned surveys are filed for programming reference. Parent Survey and program selection forms are reviewed periodically to identify trends. We found that the majority, 136, of our students are enrolled in our freestanding ESL program, versus 43 who are enrolled in our transitional bilingual program. Program placement at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										15	21	23	20	79
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-										32	25	31	16	10

Contained														4
Push-In														0
Total	0	47	46	54	36	183								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	183	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	81
SIFE	0	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	90

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	20	1	13	32	6	9	27	5	15	79
Dual Language										0
ESL	27	3	14	26	11	11	51	3	25	104
Total	47	4	27	58	17	20	78	8	40	183

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	21	13	22	76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian													2	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Yiddish														0
Other														0
TOTAL	0	20	22	13	24	79								

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	29	29	16	98
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		2		3

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	0	0	0	26	29	33	16	104

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Our program for ELLs is self-contained. Our students are placed in homogeneous classes depending on their proficiency levels. The ESL program is not organized by grade level, but by proficiency level. There are 12 periods of ESL: 4 classes for the beginner level, 2 classes for the intermediate level, 2 classes for students working between the beginner and intermediate level, 2 classes for the advanced level and 2 classes for students who have been at the advanced level for more than one year but have not reached proficiency.

At the beginning of every academic school year or when students are programmed for classes, Llermi Gonzalez (Assistant Principal of ESL/supervisor of the program) and the students' guidance counselor (Ms. Joanne Nguyen) review students' programs against students' last NYSESLAT score to make sure that each student is meeting or exceeding the mandated hours of instruction in the parent's program of choice. Currently, beginners receive 141 minute of ESL/Bilingual instruction daily, intermediates 94 minutes, and advanced 47 minutes respectively. In sum, our students are scheduled to receive ESL, ELA, and Native Language Arts instruction that exceeds the mandated minutes as per CR Part 154.

Our plan for those ELLs who entered the school system for less than three years is to provide them with 3 periods of ESL instruction as mandated under the CR Part 154 if they scored Basic on the NYSESLAT. The focus of this instruction is language acquisition and conceptual development. Teachers use student performance data with multiple assessments to plan instruction to meet the ELL's needs. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, 60% of the instruction takes place in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language will decrease and English will increase. Teachers use scaffolding strategies to teach content area. Leveled classroom libraries, Spanish-English dictionaries and word walls are used in both languages.

Our plan for those ELLs receiving services for 4-6 years is determined by an analysis of NYSESLAT data and teacher input. We analyzed the students' last NYSESLAT raw scores using ARIS and periodic assessment data and disaggregated the data to inform teachers of student needs. The latest data analysis shows that students need help with their reading and writing skills, primarily drawing conclusions from passage details, and organization of ideas when writing. As a result, our program of study focuses on helping students strengthen these areas.

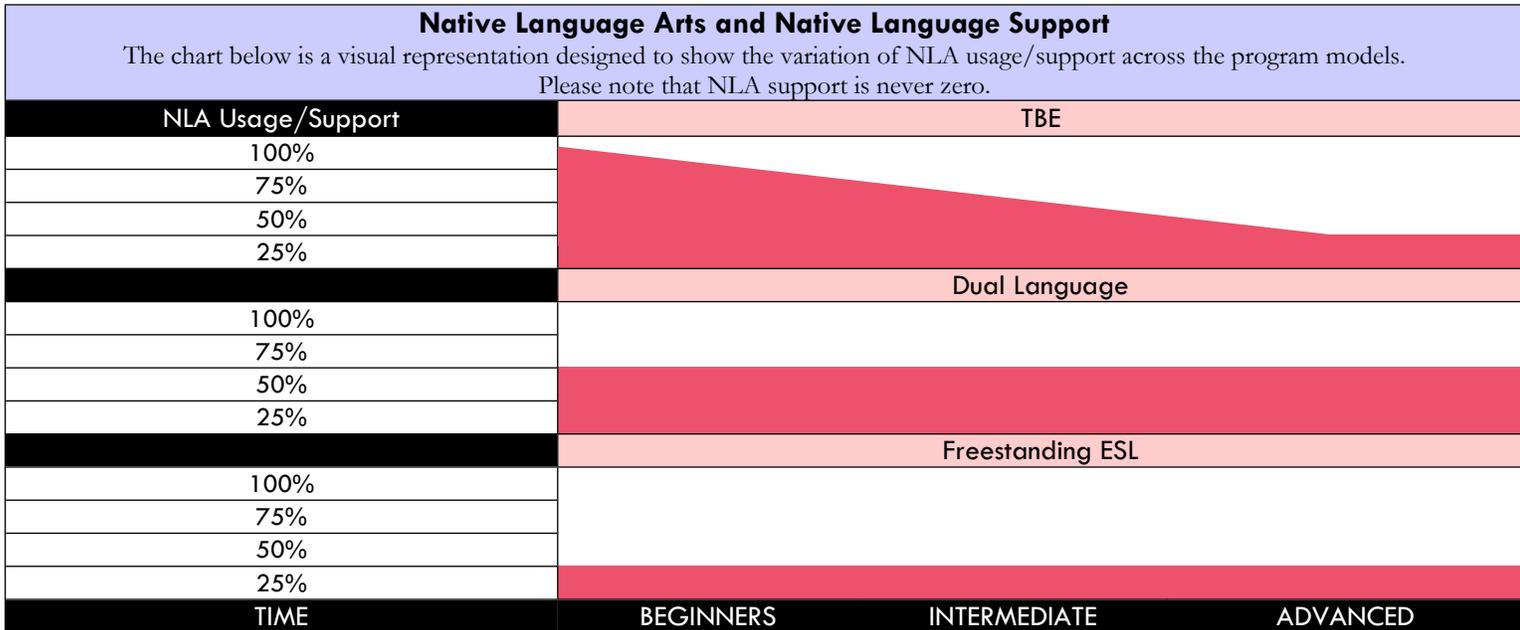
The school's plan for long-term ELLs is to offer them one ESL class in addition to their ELA class. The ESL teachers work collaboratively with

the ELA teachers. We are working on infusing ESL strategies into content instruction. Teachers review student performance data and they differentiate instruction to meet the diverse needs of the student population. Scaffolding strategies such as modeling, bridging, contextualization and text representation are being taught to the teachers, who are incorporating these strategies into their lessons. The school's plan for ELLs with disabilities closely resembles our plans for all ELLs because we focus on offering all students an equal education in the least restrictive environment. As a result, ELLs identified as students with disabilities are programmed along with all other ELLs, and the instruction addresses their needs, in addition to accommodations found on their IEP. ELLs identified as students with disabilities also get additional support in their classes from our Bilingual Paraprofessional.

ELLs who have reached proficiency on the NYSESLAT receive continuing transitional support via a variety of mediums. These students are identified to all staff in the school and professional development is provided by Kathy Giannou focused on addressing the needs of former ELLs. We also make sure that teachers provide these students with additional support in the classroom through differentiated instruction and testing accommodations. These students also receive additional tutoring in their subject areas, primarily to help them reach proficiency on the ELA regents so that they can graduate high school and transition to college.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Our ELL curriculum is aligned with the New York State Standards for ELA and ELL. The focus of this instruction is language acquisition and conceptual development. The program seeks to service students by offering basic literature, grammar and language skills. The curriculum focuses on word acquisition. Teachers utilize written exercises, journal writing, Read-Aloud, Independent Reading, oral presentation and other means of assessment and delivery of information. Our target goal is to have students pass the regents exam during their junior year. The program seeks to make students proficient at English as measured by the NYSESLAT exam. In this way, students can exit the program and enroll exclusively in monolingual classes.

Our ESL program follows the ESL Learning Standards and our teachers use the performance indicators in planning their instruction. Our program incorporates scaffolding strategies on all ESL levels. The classrooms have a wide range of print and visual materials to support increasing English Language Proficiency. Classrooms have leveled classroom libraries to support student literacy. The ESL classes celebrate diverse cultures through holidays, food, music and visual such as posters. Teachers are continuously assessing student progress to ensure that our students are improving in their listening, speaking, reading and writing skills. They have each student's individual NYSESLAT score and through differentiated instruction they focus on individual students weaknesses in the classroom.

Students in our bilingual program receive ESL classes along with core classes in their native language. The Math department provides five classes of bilingual Math. The Science department provides two classes of science instruction in the 10th grade and three classes of instruction in the 11th grade. In addition to these, there are 13 periods of Native Language Instruction every day: two classes in the 9th, 10th and 11th grade and one class in the 12th grade.

The school has many extracurricular activities that involve all students in the school, including ELLs. Extracurricular activities vary from academic to artistic in nature. Our school has various PSAL teams, after school clubs, and tutoring. We promote our clubs and other extracurricular activities to our ELLs through the school as a whole and via our ESL/Bilingual classes. You can find our ELLs participating in our baseball, basketball, or volleyball teams, as well as our acting club, swimming club and NJROTC program.

Before the first day of school, students and parents are invited to the school for a freshman orientation where they are introduced to staff

members, are given a tour of the school and its various programs, are introduced to the school's support network, and discuss our wide ranging extracurricular activities.

The school has a variety of instructional materials used to support ELLs. Among the materials used to support ELLs are reading selections at various reading levels intended to support English acquisition based on students' current reading levels. Teachers have access to art materials to help students who are visual learners, and laptops and projectors to infuse their lessons with visual/auditory enrichments. Students also have computer access in their classes to aid their learning using technology. In math, teachers use Smartboards, graphing programs, and Achieve 3000 to support ELLs. In their ESL classes, students use our portable computer lab with the Rosetta Stone English Software according to their proficiency level. Students have been using this program in their classes to improve their speaking and writing skills.

Native language support varies based on student ability. Teachers work with students to develop strong literacy skills in their native language which will carry over into strong literacy skills in English. In the beginning stages of English language development, TBE programs deliver 60% of the instruction in Spanish and 40% takes place in English. Grade level content work is provided in the student's native language to maintain academic progress. As the students' reading, writing, speaking and listening skills improve, instruction in the native language decreases and instruction in the English language increases. In the ESL program, instruction is delivered in English with a level of native language support that varies based on student needs.

Required services support and resources corresponds to ELLs' grade level and proficiency levels.

We offer our newly enrolled ELL students after-school tutoring and two remedial courses/clubs taught by two ESL teachers. Newly enrolled ELL students will have classes facilitated by "El Repertorio Espanol" for a theater and literacy component where students learn how to act and write their own theater productions. The actor/actress will work in collaboration with the ESL teacher, to focus on improving students' listening and speaking skills. Long term ELLs and students who are between their 4-6 years as ELLs will attend one of two ESL remedial classes twice a week during after-school hours. These classes will improve students' reading and writing skills by focusing on differentiated approaches for English Language Learners. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the area of reading and writing.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development will be provided by Kathy Giannou from the UFT Teacher Center. Each topic will be presented/reviewed and then implemented in the ESL classes. Teachers will meet on a weekly basis to discuss best practices. Teachers have time built into their professional assignment for implementation, observation, and self-assessment of the strategies and their practices. Professional development will focus on, but not limited to, the following topics:

- Creation of Editing Marks poster and class sets for beginning-transitional ESL classes.
- Discussion of Writing Process and implementation of editing marks at late stage.
- Writing to Learn as valuable strategy to promote reflection, retention, and assessment.
- ABC Word Wall and implementation as pre-, during-, and post-reading activity.
- Three Learning Styles in Support of Differentiated Instruction: Auditory, Visual, and Tactile-Kinesthetic.
- Creation of Flip Books to organize and categorize information in all content areas.
- Value of using Graphic Organizers to support text structure, conceptual thinking, categorization, and pre-writing structure, etc.

- Semantic Mapping to organize, elicit, chart and eliminate information as a pre-writing strategy.
- Total Physical Response: modeling and implementing.
- Vocabulary Instruction in the ESL classroom: Greek and Latin Roots.

Our students transition directly into College or the workforce when they graduate from our High School.

All staff receive more than the minimum 7.5 hours of ELL training. Professional development is provided by Kathy Gionnou. The training focus primarily on how to differentiate instruction to address the needs of ELLs in all their classes. Teachers are taught how to use ARIS to disaggregate ELL data, learn how to use that data to address students' specific deficiencies, and how to differentiate by content, process, and product to meet the needs of ELLs in their classes. Records of these sessions are kept by Kathy Giannou and the various Assistant Principals at the school who attend the sessions.

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

Our school seeks to increase parental involvement. When parents come to the school to enroll their children, parents of ELLs attend our orientation meeting which is organized by the school's Parent Coordinator. At this meeting, parents watch the Parent Orientation video and ask questions regarding the Bilingual and ESL programs that the school offers.

Parents who are unable to attend the meeting are encouraged to visit or call the school to discuss the program options with the Parent Coordinator.

We also have our annual Meet and Greet ceremony where we invite all parents, specifically those of ELLs, to visit the school and to meet with their child's teachers and counselor. At the meeting, parents are introduced to programs offered at the school to enrich the education of ELLs. Parents also meet with members of the Parent Association and are encouraged to join. In an effort to further increase parental involvement, parents of ELLs are encouraged to visit the school to collaborate with their children to write and produce their own documentaries, where the focus would be parent and student interactions in the English language. With the services of "El Repertorio Espanol," who have experience helping students with their linguistic and writing skills through acting, students will be encouraged to include the input of their parents in their documentaries as a way to increase parental involvement in the education of our ELLs. A viewing of these documentaries will be open to parents of ELLs and the community in an effort to celebrate students' accomplishments and further the participation of parents and the community in the educational experience of our ELLs.

The needs of parents are evaluated through a variety of mediums. The most important way we evaluate the needs of parents is via the enrollment orientation where we parents get to discuss their needs with school staff and we work together to meet them. We also evaluate the needs of parents through school surveys and teacher conferences where they are informed of their child's progress.

We have parental involvement activities throughout the year and each address their need to be informed about their child's progress and about opportunities that enrich their child's education. We have an annual Meet and Greet ceremony where parents are introduced to the ELLs' teachers, program of study, and educational opportunities. Parents are also encouraged to become members of the school leadership team so that they can be empowered to make changes in the school as leaders of our school community. Parents also receive student progress reports on a periodic basis, and in-school training on how to use ARIS, access Endgrade, and schedule meetings with groups of teachers.

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)										5	3	5	1	14

Intermediate(I)										21	27	25		73
Advanced (A)										19	11	12	11	53
Total	0	0	0	0	0	0	0	0	0	45	41	42	12	140

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	2	4	0
	I										3	12	5	9
	A										10	7	10	9
	P										22	17	18	12
READING/ WRITING	B										3	2	2	1
	I										15	23	25	22
	A										17	12	10	7
	P										1	1	0	0

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

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

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	37		9	
Math <u>integrated</u>		68		19
Math <u>geometry</u>		18		0
Biology				
Chemistry		32		2
Earth Science				
Living Environment		37		6
Physics				
Global History and Geography		78		4
US History and Government		16		5
Foreign Language		12		12
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Students' literacy skills are assessed through various means. Students are given inquiry-based exams that focus on determining students' literacy skills. We also assess students through periodic assessments. The data from both assessments are analyzed and used to differentiate instruction so that we can address student deficiencies.

The data from the NYSESLAT modalities was analyzed and it revealed that students are not achieving proficiency in reading and writing. As a result, our instructional focus is to improve these two areas. We will create an inquiry team with a focus on improving the reading comprehension and writing skills of ELLs that will analyze student NYSESLAT data and student work to determine the most effective strategies that can be used to improve students' reading and writing skills. In addition, students will attend one ESL remedial class twice a week during after-school hours. This class will improve students' writing skills by focusing on differentiated approaches for English Language Learners. The class will also provide ELLs of various levels with extensive NYSESLAT preparation in the areas of reading and writing. Professional Development focused on helping the ESL teachers improve these students' writing skills will be provided by Kathy Giannou, Literacy Coach from the UFT Teacher Center.

An analysis of the regents results of students who receive services shows that a total of 68 students took the integrated algebra exam, and 19 passed with a 65 or better. A total of 18 students took the Geometry regents, and none passed. In ELA, a total of 37 students took the ELA exam, and 9 passed with a 65 or better. In Global History, a total of 78 students took the exam, and 4 passed with a 65 or better. In U.S. History and Government a total of 16 students took the exam, and 5 passed the exam.

When our ELLs take all state exams, they are given both the English and Native Language versions. Our students use both versions to complete their exams. As a result, determining accurate results on how they are faring in tests taken in English as compared to the native language is tough. However, we do know that students who are beginners take their tests primarily in their native language and that they score better than those that take it in English.

The school leadership and teachers are using the results of the ELL periodic assessments to inform teachers of the areas of strength and weaknesses for each student in relation to each component part of the test. Results from the assessment are used to guide instruction for individual and groups of ELLs. The school learned that students did poorly in the reading category of the Fall periodic assessment, scoring only 54 percent in that area. We also learned that the half of the students who did poorly, 23.46% , where 9th graders who entered the school this year. The rest of the students in this category were 10th graders who entered the school last year. We also need to focus on improving students listening skills and their ability to make conclusions from passages that are read aloud.

We evaluate the success of our ELL program in 4 ways. Our program is successful based on how many students pass the NYSESLAT exam.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School of Graphic Communication Arts					
District:	2	DBN:	02M625	School		310200011625

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	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		69.9	75.0	75.4
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	818	759	552				
Grade 10	546	514	536				
Grade 11	225	325	327				
Grade 12	196	222	286				
Ungraded	3	0	1				
Total	1788	1820	1702				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.1	93.1	94.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	75.0	84.6	84.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	26	52	40

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	25	26	14

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	111	78	67	Principal Suspensions	230	173	176
# in Collaborative Team Teaching (CTT) Classes	103	122	116	Superintendent Suspensions	72	81	47
Number all others	127	119	115				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1610	994
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	68	67	TBD	Number of Teachers	128	130	123
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	41	42	34
# receiving ESL services only	59	70	TBD	Number of Educational Paraprofessionals	3	3	8
# ELLs with IEPs	33	52	TBD				

These students are included in the General and Special Education enrollment information above.

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
	184	127	361	% fully licensed & permanently assigned to this school	98.5	97.7	94.2
				% more than 2 years teaching in this school	76.3	75.9	81.3
				% more than 5 years teaching anywhere	55.0	54.9	69.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	74.0	83.7
American Indian or Alaska Native	0.1	0.2	0.1	% core classes taught by "highly qualified" teachers	95.8	97.6	87.6
Black or African American	36.1	32.5	31.5				
Hispanic or Latino	59.2	61.3	62.9				
Asian or Native Hawaiian/Other Pacific	2.0	2.6	3.1				
White	2.5	2.3	2.4				
Male	49.7	46.4	47.2				
Female	50.3	53.6	52.8				

2009-10 TITLE I STATUS

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	vsh	v	45
Ethnicity							

American Indian or Alaska Native							-
Black or African American				X	X		
Hispanic or Latino				X	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				X	vsh		
Limited English Proficient				-	-		
Economically Disadvantaged				X	vsh		
Student groups making				0	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	UPF
Overall Score:	41.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment:	6.6	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	29.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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