



HUMANITIES AND THE ARTS HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

FINAL

SCHOOL: 29Q498

ADDRESS: 207-01 116TH AVENUE, CAMBRIA HEIGHTS, NY 11411

TELEPHONE: 718-978-2135

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TABLE OF CONTENTS

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

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

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7

SECTION IV: NEEDS ASSESSMENT.....11

SECTION V: ANNUAL SCHOOL GOALS.....12

SECTION VI: ACTION PLAN.....13

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....19

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....20

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....23

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....26

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....27

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....39**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...41

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....42

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....43

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 29Q498 **SCHOOL NAME:** Humanities and the Arts High School

SCHOOL ADDRESS: 207-01 116t Avenue, Cambria Heights, NY 11411

SCHOOL TELEPHONE: 718-978-2135 **FAX:** 718-978-2309

SCHOOL CONTACT PERSON: Rosemarie O'Mard **EMAIL ADDRESS:** romard@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: David Drysdale

PRINCIPAL: Rosemarie O'Mard

UFT CHAPTER LEADER: David Drysdale

PARENTS' ASSOCIATION PRESIDENT: April Flowers

STUDENT REPRESENTATIVE:
(Required for high schools) John Boyce

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** 201

NETWORK LEADER: Gerard Beirne

SUPERINTENDENT:
Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE
2010-2011

SECTION II: SCHOOL LEADERSHIP
2010-2011

Directions: Each school is required to form a School Leadership Team (SLT) in accordance with Education Law Section 2590. SLT membership must include representatives from all school constituencies (staff, students and CBO members are not counted when determining the number of members) and ensure representation of all school constituencies. Each SLT must have a minimum of ten members on each team. Each SLT member must be listed in the left hand column on the chart below. Please specify the member's name and position (e.g., SLT Chairperson, SLT Secretary) and the constituent group (e.g., staff, student, or CBO). The signatures of SLT members must be obtained for participation in the development of the Comprehensive School Improvement Plan. Required consultation has occurred in the aligning of funding with the plan. (Refer to revised Chancellor's Regulations A-655; available at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-40F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason you wish to sign this plan, he/she may attach a written explanation.*

Name	Position and Constituent Group Represented
Rosemarie O'Mard	*Principal
David Drysdale	*UFT Chapter Chair
Miranda Smalls	Teacher
Nisha Silochan	Teacher
April Flowers	*PA/PTA President
Raina Lee	Parent
Melissa Hubbard	Parent
John Boyce	Student Representative
Jayson Edmond	Student, President
Robert Jenkins	Community Representative United Black Men

(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.

Humanities and the Arts High School is a school offering instructional programs in the performing, visual and media arts. The school is located in the southeastern Queens community of Cambria Heights, approximately ½ mile from Nassau County. Humanities occupy the east wing of the new Campus Magnet High Schools site with three other themed high schools.

Humanities and the Arts high School has a maximum enrollment of 500 students in grades 9 through 12. The admission zone is citywide with preference given to Queens residents. The majority of the students come from Community School Districts 27, 28 and 29. Our students enter high school in pursuit of a strong academic program supported by visual, media and performing arts. Therefore, in addition to the full complement of required course work students necessary for a Regents' endorsed diploma, students elect to study in the school's Institute of Visual Art (Q53J) or Institute of the Performing and Media Arts (Q53T). Students have opportunities to take elective courses across the Institutes during their four years of study. The instructional programs are supported with the use of technology which is infused through the use of in-classroom computers, the computer lab, the television studio, the black box theater, dance studio and the library media center. In addition, students take rigorous coursework in the AVID and College Summit programs, ARISTA and AP Statistics and English.

Data informs all of the instructional programs at Humanities and the Arts. The school continues to maintain its "In Good Standing" status on its most recent Accountability Report and School Report Card. The 78% graduation date for black males far exceeds the city and state wide rates, and female graduation rate stands at 88%. The school has maintained an 80% graduation rate for the past three years. Although 41% of our entering freshmen score below grade level in both English and Mathematics, The graduating Cohorts for 2007, 2008, and 2009 have evidenced measurable growth of two levels for 82% of the cohort. In an effort to strengthen the academic performance of 9th graders, they are supported with double period math and English classes as well as weekly advisory sessions conducted by the guidance and faculty members. Seniors must take Senior Seminar for the entire senior year to guide them through the challenges of the preparing for college and career. Our 10th and 11th graders are given the opportunity to participate in our college preparation program, AVID (Advancing Via Individual Determination), that is a nationally acclaimed college preparatory program. Visual and media art students also participate in art-based internships offered at Fashion Institute of Technology, Queens Public Television Studios, and Cooper Union.

Humanities and the Arts' philosophy supports appropriate inclusive practices and strives to provide a climate of instructional support services to meet the needs of a wide diversity of learners entering the school. Students with an Individualized Educational Program (IEP) benefit from instruction within the Collaborative Team Teaching Program (CTT) or Resource assistance.

All English Language Learners are provided with free standing ESL programs taught by a licensed ESL teacher. Students are placed in the appropriate levels (beginning, intermediate, and advanced) based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the New York State English as a Second Language Achievement Test (NYSESLAT).

Humanities and the Arts High School has partnered with A&E Television, Young Men’s Alliance, Project Prize and Council for Unity as well as other supporting organizations to the success of its students. School trends in data reflected the disproportionately low achievement of our male students which gave way to the creation of the Young Men’s Alliance Mentoring Program for our male students. This program, in its fourth year, is supported by our collaboration with the CBO, the United Black Men of Queens. Another important unique program at the school is through the partnerships with Jam Master Jay Foundation and the West Indian American Day Carnival Association in order to create and support the Humanities Steel Pan Orchestra.

The implementation of college focused electives, intense guidance and college counseling, implementation of nationally recognized college-based programs like the College Summit, and AVID have ignited a college-going culture in our school. This has given students purpose and direction in improving academically and promulgating the quality of academic success and achievement that has propelled Humanities and the Arts High School into the realm of upper echelon schools.

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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									
Kindergarten									
Grade 1									
Grade 2				Student Stability: % of Enrollment			2007-08	2008-09	2009-10
Grade 3				(As of June 30)					
Grade 4									
Grade 5									
Grade 6				Poverty Rate: % of Enrollment			2007-08	2008-09	2009-10
Grade 7				(As of October 31)					
Grade 8									
Grade 9									
Grade 10				Students in Temporary Housing: Total Number			2007-08	2008-09	2009-10
Grade 11				(As of June 30)					
Grade 12									
Ungraded									
				Recent Immigrants: Total Number			2007-08	2008-09	2009-10
				(As of October 31)					
Total									
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									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<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				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
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							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

A review of the 2009/2010 Progress Report indicates the following:

A clear trend in student performance is the continued ability of students to pass the Regents exams. In 2007, the graduation rate was 73.7%. In 2008-2009, it was 80.9%. The 2009-2010 the graduation rate dipped to 77.3%. Our six year graduation rate continues to increase because of the commitment of teachers and students to succeed.

There was a decrease in the graduation rate from 80% to 77.3% this year. Our Progress Report for 2009-2010 indicated that we have dropped a grade on our student Progress. This was attributable to a lack of academic progress on the part of the lowest third of our student population from the first through third year.

One of the recommendations of the 2009-2010 Quality Review was to "expand the practice of using classroom level data to set differentiated learning goals in all subjects for students in need of support to specifically target their needs, track their progress and raise student outcomes." This is borne out by the score on our latest Progress Report, that indicates a drop in overall student progress, especially the lowest third. This is a need that we continue to address on a yearly basis.

Finally, our NYC School Survey, 2009-2010 Report indicates that for students and parents academic expectations, communication and safety/respect constitute areas for improvement.

We continue to strive towards the goal of 90% attendance for our students. So it continues to be one of our yearly goals.

Over the past couple of years, one of our greatest accomplishments has been an ever increasing graduation rate, especially for young black males, 78% and females, 88%. Our student Performance has been consistently strong. We received an A in 2007-2008, B in 2008-2009, and A in 2009-2010. 89% of our students go on to college. Several students receive athletic scholarships and Music and Performing arts awards.

Aids to continuing improvement of our school continue to be the positive attitude of staff who nurture our students and give extra time and effort, and are willing to try new strategies, also, the assistance of instructional staff from the Network who assist with data and professional development. The Anti Violence grant awarded us each year, that provides us with the resources to afford our students the opportunity to take classes after school, to access after school programs that provide an incentive for staying in school, and provide programs and resources that focus on leadership, mediation and tolerance.

One of the barriers to school improvement is the constant struggle to provide a safe and secure learning environment on campus in which our students can flourish.

SECTION V: ANNUAL SCHOOL GOALS

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

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

<i>Annual Goal</i>	Description
<i>1. By June 2011, there will be a 5% increase in credit accumulation in the number of lowest third students who earn 10+credits</i>	The 2009-2010 Progress Report data indicates the lowest third of first through third year students are not passing their scheduled classes. This continues to be a high priority area for improvement, since the resultant lack of academic progress directly impacts their success on the Regents exams and college and career readiness.
<i>2. By June 2011, teachers will demonstrate significant, improved differentiation strategies in the classroom</i>	Teachers will explore new strategies that directly relate to the needs and progress of their students. They will collaborate with each other through PD and teacher teams to explore strategies that best support student needs.
<i>3. By June 2011, the school will improve the learning environment by 8% as per the 2010-2011 Progress Report..</i>	The 2009-2010 NYC School Survey data indicates a downward trend for each of the four categories on the survey with respect to student and parent responses. We will focus on respect for all, tolerance and anti bullying workshops for students and teachers. We have also initiated clubs for students as part of the Circular 6 assignments, thereby allowing students to share in interesting activities during the day to enhance their motivation and openness to learning.
4. Increase by 5% the number of students passing the Integrated Algebra Regents, as measured by June 2011 Regents results.	After conducting its needs assessment, the SLT determined that mathematics continues to be a priority area for improvement. The 2010–2011 benchmark for improvement is 38.3% (from 33.3%).
5. By June 2010, the school’s attendance rate will improve by at least 3% as indicated by the school’s Annual Attendance Report.	After a review of data from ATS and School Report Card, the SLT determined that increasing the attendance rate by 3% should become a school goal.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2011, there will be a 5% increase in credit accumulation in the number of lowest third students who earn 10+credits</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will use ARIS and in class data to identify students, who perform in the lowest third, prepare and assist them with differentiated materials and strategies. They will conference with them, work with these students to give them the extra supports that they need to be more successful. Teachers will incorporate the Achieve 3000 program to support students with credit retrieval and additional in ELA. Math teachers will utilize the strategies from the AFL Pilot to support credit retrieval and enrich their lessons in the classroom. Students will be programmed for double periods in ELA and Math Title I funding will be used to supplement and support additional classroom time for students. Student progress will be evaluated and assessed each marking period, every six week period. Final student progress will be assessed in June 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The resources of the Extended School Day Violence Prevention grant (ESDV) grant will be allocated to providing resources in the form of teacher per session, extended day classes, and after school tutorial programs to assist students. Should the grant not become available, tutorials, technology and a Saturday program in the spring will be scheduled using Title 1 funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Every six weeks, student progress will be evaluated using:</p> <ul style="list-style-type: none"> • Scholarship Reports by teachers and Inquiry team • Scantron test will be readministered in May to review progress • Biweekly assessments will be made for projects, quizzes, tests and presentations • Report cards will be reviewed. End of term report cards will be reviewed in January and June.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. <i>By June 2011, teachers will demonstrate improved use of differentiation strategies in the classroom.</i></p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will receive enhanced Professional Development workshops from our Network that will assist with data analysis and its use in lesson planning • Teachers will continue to improve differentiation based on data.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We have a dedicated period each week for departmental and staff workshops.</p> <ul style="list-style-type: none"> • Staff will collaborate, discuss and present best practices at these sessions • Tax Levy, CAE and Title 1 SWP and ARRA are funding sources that will be applies where applicable
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher attendance at workshops</p> <ul style="list-style-type: none"> • Observation reports from supervisors • Sample lesson plans that indicate use of differentiation strategies. • Teacher reflections of success/failure • Student work that reflect differentiation strategies

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. <i>By June 2011, the school will improve the environment through the improvement of school tone.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>New initiative: Teachers share their passion with students in the form of new clubs for students to foster interest, excitement and indirect learning. Our school will contribute staff towards the security and order of morning scanning, floor sweeps and attendance. Monthly assemblies will address school tone , civility, tolerance and individual responsibility Workshops by outside vendors will focus on cyber bullying, respect for all, tolerance and gangs Maintain data on the numbers of students who are late to class by monitoring in class logs and floor sweeps Increase communication with parents through email, phone master and backpacking Invite parents to all school activities, including award assemblies</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Use of Title 1 funding to make available parent workshops and activities for parents.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>NYPD Incident Report for 2010-2011 Suspension Report for 2010-2011 Learning Environment Survey 2010-2011 Increased participation in Winter and Spring concerts</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (*Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report*) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Mathematics

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>4. Increase by 5%, from 33.3% to 38.3%, the number of students passing the Integrated Algebra Regents, as measured by June 2011 Regents results.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Mathematics teachers will use AMAPS' Integrated Algebra scope and sequence as the basis for standards-based mathematics instruction with the Workshop Model • Mathematics teachers will use research-based literacy strategies (content vocabulary and writing) • Mathematics teachers will use EEI (brain-compatible science of instruction) to select learning objectives at the correct level of difficulty; formulate teaching objectives using Bloom's Taxonomy with appropriate proving behaviors • Mathematics teachers will plan spiraled homework assignments • Mathematics teachers will communicate feedback to students using rubrics for homework and class work • Mathematics teachers will assess students (Acuity predictive assessments, diagnostic and common assessments, class exams, and quizzes) to collect information about student performance (collectively and individually) and monitor progress over time.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding sources: Tax Levy, C4E, Title 1, and resources from the HS PBA pilot.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Each marking period school leaders and mathematics teachers will use data from class visits, observation reports, assessments and scholarship reports to monitor progress. • Jan and April 2011: Administer Acuity Pre-Regents predictive assessments to monitor progress. • May 2011: Administer mock Integrated Regents to freshmen <p>Projected gains: 5% increase in the number of students passing the June 2011 Integrated Algebra Regents</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	5. Attendance
<p>ANNUAL GOAL By June 2010, the school’s attendance rate will improve by at least 3% as indicated by the school’s Annual Attendance Report.</p>	<p>DESCRIPTION After reviewing the attendance data from ATS and School Report Card, the SLT determined that increasing the attendance rate by 3% should become a school goal.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>By June 2011, student attendance will have increased by 3% through the use of data tools such as ATS reports, CAASS reports, DSS reports, ARIS and teacher’s attendance reports.</p> <ul style="list-style-type: none"> • Target the incoming 9th grade most at risk as indicated by their attendance history in middle school and provide additional guidance support through academic guidance in class lessons taught by the assigned guidance counselor. Continue to support the present 10th graders, specifically the lowest third of each cohort. • Review and monitoring of attendance data and outreach through CAASS and ATS on daily and monthly basis to identify patterns and trends in absenteeism, tardiness and cutting. Findings shared with school personnel at monthly faculty conferences. • Maintain the coordination of the attendance team: guidance counselors, parent coordinator, attendance teacher, attendance school aide, deans and teachers through bi-monthly meetings to review data and monitor attendance interventions. • School wide campaign for understanding and implementation of school’s attendance policy shared with posters and at faculty conferences. • Academic Intervention Services for all at-risk students identified through attendance records and teacher referrals, reviewed at the bi-monthly PPT and attendance meetings. • Immediate outreach to parents of “at risk” students by a dedicated staff, leading to case conferences and appropriate interventions. • Outreach to LTA population via phone calls- phone master-, letters, home visits by the attendance teacher, guidance counselor, parent coordinator, and school-aides. • Effective communication with key personnel such as guidance department, attendance team, parent coordinator, teaching staff and deans to increase attendance. • Use of the technology, to facilitate monitoring of student attendance by parents via Lenix phone system.

	<ul style="list-style-type: none"> • Conflict resolution intervention and counseling for students with chronic absences due to student to student conflicts.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy funding • Title 1 SWP • Title 1 ARRA • Reimbursable funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial Indicator September 2010</u>- Review of data of incoming students to create an awareness of students most in need of support. Daily review of attendance/ live and paper registers from teachers for each course. Review of DSS weekly attendance reports with Attendance team and faculty</p> <p><u>Midterm</u>: Disaggregated data from ATS reports showing :</p> <ul style="list-style-type: none"> • Increase in student attendance. • Decrease in student lateness through CAASS reporting system. • Decrease in LTA and at-risk population. <p><u>End-term</u>: Analysis of all attendance reporting systems such as :ATS, HSST, ARIS data will reflect:</p> <ul style="list-style-type: none"> • Increase in student academic performance on scholarship reports, report cards and state assessments. • Increase in student attendance on ATS and DSS reports. • Review of the process by Attendance team and 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	136	136	136	136	136	15	15	15
10	50	50	50	50	50	08	10	08
11	20	20	20	20	20	06	08	02
12	10	10	10	10	10	04	02	01

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:	<p>AIS in ELA is implemented through extended time classes for freshmen in which they receive additional support in ELA, Reading Comprehension and writing.</p> <p>Reduced class sizes provide an opportunity to receive additional support aligned with NY State Standards Advisories in the ELA classes to develop and support good study habits.</p> <p>Conflict Resolution groups offer incoming freshmen the opportunity to develop positive social behavior and interpersonal skills.</p> <p>Tutoring services throughout the year through Circular 6 (C6) professional assignment during their lunch period –one on one or group; tutoring after school and Saturday during Fall/Spring.</p> <p>Extended PM School for credit for on-time graduation.</p> <p>Individualized Credit Units (ICU) for eligible students who are on track to graduate. (ELA, Art, Economics, Health)</p> <p>Honors English classes challenge students and prepare them for AP Courses.</p> <p>Saturday RCT/Regents Prep. Academy designed to support students in (General Education as well as those receiving ISS services) in ELA..</p> <p>Ongoing assessments designed to assist with differentiated instructional practices.</p>
Mathematics:	<p>Freshmen students receive AIS in Math through extended instructional periods in Integrated Algebra.</p> <p>Tutoring services throughout the year through Circular 6 (C6) professional assignment during their lunch period –one on one or group; tutoring after school and Saturday during Fall/Spring.</p> <p>Extended PM School for credit for on-time graduation.</p> <p>Saturday RCT/Regents Prep. Academy designed to support students in (General Education as well as those receiving ISS services) in Math, specifically for struggling 10th graders who have not met the benchmarks .</p> <p>Ongoing assessments designed to assist with differentiated instructional practices.</p>
Science:	<p>Tutoring services throughout the year through Circular 6 (C6) professional assignment during their lunch period –one on one or group; tutoring after school and Saturday during Fall/Spring.</p> <p>Extended PM School for credit for on-time graduation.</p> <p>Individualized Credit Units (ICU) for eligible students who are on track to graduate.</p> <p>Saturday RCT/Regents Prep. Academy designed to support students in (General Education as well as those receiving ISS services) in Science. The academy provides students with opportunities for the completion of labs and practice test taking strategies.</p> <p>Ongoing assessments designed to assist with differentiated instructional practices.</p>
Social Studies:	<p>Tutoring services offered throughout the year as follows: circular 6 (C6) professional assignment one to one tutoring.</p> <p>ICUs for selected students.</p> <p>RCT/Regents Prep Academy for both general education and instructional services students in US History and Global History. These classes are designed for students struggling to pass the Global and US History Regents.</p>
At-risk Services Provided by the Guidance Counselor:	<p>One on one, group or whole class intervention ; parental meetings; peer mediation/negotiations; College /career life skills presentations; transitional linkages with training programs.</p> <p>Participation in programs designed to assist at-risk students such as Project Prize which provides Math and Science tutoring. On-line regents prep. Evening guidance counseling and interventions during PM School.</p>

At-risk Services Provided by the School Psychologist:	Crisis Intervention services – One to one and/or small /large groups when needed. Services provided during school day; educational, Psychological and Vocational Assessments; parents/staff/faculty. All services provided during the day.
At-risk Services Provided by the Social Worker:	Mental Health counseling services provided on a one to one basis appropriate; parental meetings; Parent /staff/faculty consultations when needed. Crisis intervention services Mandated counseling services based on Individualized Education Plans
At-risk Health-related Services:	Health Services provided by on –site Medical Team affiliation with Jamaica Pediatric Hospital

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

N/A

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

N/A

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

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

Section III. Title III Budget

N/A

School: _____ **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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.
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.

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.
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.
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>.

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:	\$218,853	\$12,971	\$231,824
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,189	\$130	\$2,319
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,942	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,885	*	

- 5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **99.5%**
- 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.

In order to insure that the school will have a 100% high quality teachers by the end of the coming school year,

To become Highly Qualified, teachers are scheduled for professional activities in their discipline areas of English and Earth Science. These activities include In Service courses and On-Line workshops as well as extensive instructional support in these areas. Teachers are registered for courses in Earth Science to obtain certification in Earth Science. Additionally, every effort are made programmatically to schedule teachers in their respective license areas.

* 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.

Parent Involvement Policy

This Parent Involvement Policy developed jointly with and agreed upon by the parents of children participating in the Title I Program, Parent Association Leaders, school staff, and the Principal incorporates the goals of the Humanities and the Arts High School community.

- ✘ parents will be included in the development of school-level parent involvement activities (workshops, training, after-school activities, PTA events, and School Leadership Teams) funded through Title I in both Targeted Assistance and Schoolwide Programs;
- ✘ parents will be involved in a timely and ongoing manner in the planning, implementation, evaluation, and continuous improvement of school-level programs (input as to how funds will be dispensed, how/when events will take place, means of parental involvement activities both in and out of the school) funded through Title I;
- ✘ parents and schools will share responsibility for high student performance through attendance of quarterly school productions, award ceremonies, special events, and/or parent/student/teacher conferences;
- ✘ capacity-building activities for parents and school staff that support strong parental involvement (PTA meetings, award ceremonies, training sessions, guidance focused workshops);
- ✘ meetings will be convened for parents of participating children on a monthly basis as well as per semester, and when deemed necessary by parent leaders, principal, or parent coordinator to (a) provide information about the school's Title I Program and the types of services provided; (b) inform parents of their right to be involved in the program; and (c) offer suggestions for specific school-level opportunities for parent involvement;
- ✘ parents will be provided a flexible schedule of regular meetings with other parents—before, during, and after the school day—so that parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children;
- ✘ a process for responding to written parent concerns regarding Title I funds, including the identification of a designated school contact person;
- ✘ parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children's individual student assessment results and proficiency levels and an explanation of these results and levels, promotion policy, after school and summer programs and SES;

- ✘ the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents' native language to the extent practicable, e.g., notifications, translations during meetings, etc.; and
- ✘ the school will involve parents in an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school (Citywide Council on High Schools, annual school report cards and annual surveys), including identifying barriers to greater participation by parents with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background.

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2010- 2011.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

*The **Humanities and the Arts High School** will:*

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - ✓ Assignment of highly qualified teachers in all core subjects.
 - ✓ Using standard based curriculum.
 - ✓ Using scientifically based pedagogy.
 - ✓ Incorporating technology

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement:**
 - ✓ October 28th and 29th 2010
 - ✓ March 17th and 18th 2011
 - ✓ Any and all PA/PTA Meetings where teachers are present

- 3. Provide parents with frequent reports on their children's progress.**

- ✓ At monthly Parent Teacher Meetings
 - ✓ By sending Progress Reports before the end of each marking period.
 - ✓ Through the new ARIS Parent Link System.
 - ✓ Through daily parental contact if deemed necessary by teachers and staff.
 - ✓ Improved communication through Daedulus Progress Reports.
4. **Provide parents reasonable access to staff.**
- ✓ Through assistance of Parent Coordinator.
 - ✓ Through scheduled guidance meetings facilitated by staff.
 - ✓ At scheduled parent teacher conferences; requested by teacher or parent.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
- ✓ Observing classroom procedures as guest in child's class.
 - ✓ Volunteering to assist staff and teachers during duration of school day.
 - ✓ Assisting with educational/extra-curricular activities.

Parent Responsibilities

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

Parents will support their children's learning by:

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

Additional Required School Responsibilities

The *Humanities and the Arts High School* will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. 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.
4. 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.
5. 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.
6. 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.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. 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).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See pages 20, 21, 22.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See Appendix 1 & part B- Academic Intervention Services.
3. Instruction by highly qualified staff.
99.5% of the staff teaches in their license area. The .5% non HQ are teaching in hard to staff areas (Earth Science) To insure that all staff becomes and remains highly qualified, on-going instructional support as well as professional development are provided as well as use of Title 1 to assist non HQ teachers to obtain certification in the license area.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Teachers are receiving professional development through the AVID (Advancement through Individual Determination) program , the College Summit , Achieve 3000, High School Performance Based Assessment Pilot (formerly AFL Pilot) and as well as professional development provided by institutions of Higher Learning and by the DOE.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
N/A
6. Strategies to increase parental involvement through means such as family literacy services.
The school implements the strategies to increase parental involvement are delineated in the PAC.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
See pages 20, 21, 22.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
See Appendix 1 & part B- Academic Intervention Services.
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.
All Federal, State and local services and programs, including those supported under NCLB are coordinated and integrated to provide support to all students. Academic Intervention Services works closely with the NYPD to implement programs such as gang and violence prevention. bullying with the Anti-Violence Grant at the Campus provides after-school programs in violence prevention, adult education and vocational and technical education all students. Additionally, the Jamaica Hospital Pediatric Clinic located on site provides health services to all of our students.
5. 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.

See pages 20, 21, 22 and Appendix 1 & Part B- Academic Intervention Services.

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

Explanation/Background:

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

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

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

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

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

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

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (R) in the left column below to verify that the school meets the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	R			\$218,853	R	13, 14, 15, 16, 17, 18, 21, 22, 27, 28, 35
Title I, Part A (ARRA)	Federal	R			\$12,971	R	14, 17, 18, 27
Title II, Part A	Federal		R				

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

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

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

Title III, Part A	Federal			R			
Title IV	Federal		R				
IDEA	Federal		R				
Tax Levy	Local	R			\$2,147,688	R	13, 14, 15, 16, 17, 18, 21, 22, 27, 28, 35

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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.)
There are 2 students identified as students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
These students receive all the services under the McKinney-Vento Act:
 - Are immediately enrolled upon entry
 - Get free transportation
 - Are provided with immediate ELL and ISS services where appropriate
 - Participate in any school activity that is available to other students and get free transportation to and from all before or after school activities
 - Receive free school meals.
 - Receive counseling and AIS support.
 - Have access to the Jamaica Hospital Pediatric Facility where they receive physical and mental health services.

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:	Humanities & Arts Magnet High School					
District:	29	DBN:	29Q498	School		342900011498

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.5	87.1	86.9
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	177	167	168				
Grade 10	119	136	120				
Grade 11	112	107	114				
Grade 12	79	65	81				
Ungraded	1	0	0				
Total	488	475	483				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.4	94.3	96.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	50.6	70.4	62.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	6	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	59	48	74
# in Collaborative Team Teaching (CTT) Classes	23	29	37	Superintendent Suspensions	7	9	15
Number all others	24	35	26				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	28	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	9	10
# receiving ESL services only	16	6	TBD	Number of Educational Paraprofessionals	1	1	1
# ELLs with IEPs	2	2	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
	16	10	50	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.2	82.8	62.5
				% more than 5 years teaching anywhere	75.9	79.3	93.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	86.0	93.8
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	82.7	91.7	94.7
American Indian or Alaska Native	0.6	0.6	0.4				
Black or African American	88.3	89.9	90.7				
Hispanic or Latino	8.4	6.3	6.0				
Asian or Native Hawaiian/Other Pacific	1.8	1.5	2.3				
White	0.6	0.4	0.6				
Male	44.1	43.2	41.2				
Female	55.9	56.8	58.8				

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	

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
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				v	v	v	75
Ethnicity							

American Indian or Alaska Native							-
Black or African American				v	v		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	55.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	20	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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 201	District 29	School Number 498	School Name Humanities&The Arts
Principal Rosemarie O'Mard		Assistant Principal Nancy Esposito	
Coach N/A		Coach N/A	
Teacher/Subject Area Carolyn Karpinski, ESL		Guidance Counselor Sandhya Thomas	
Teacher/Subject Area Nisha Silochan, French		Parent April Flowers	
Teacher/Subject Area Camille Eterno, English		Parent Coordinator Heather Smith	
Related Service Provider Joyce Weingarten		Other Teresa Alvarez, ESL Coordinator	
Network Leader Gerard Beirne		Other Deborah Gaston, AP	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	486	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	2.88%
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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.

1. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. The Guidance Counselor

admitting the student fills out the bottom of the second page of the Home language Survey and indicates whether the student is eligible for LAB-R testing based on the above criteria. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test,

he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are

LAB-R

tested and programmed within ten days of being admitted. The new entrant is programmed based on the LAB-R score and the informal oral interview in English and the native language. A copy of the Home Language Survey is given to the ESL Coordinator who administers the LAB-R. If the new entrant's home language is Spanish and he/she does not meet proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. All eligible ELLs are

LAB-R

tested and programmed within ten days of being admitted. The new entrant is programmed based on the LAB-R score and the informal oral interview in English and the native language.

In August, our ELLs are programmed according to their most recent NYSESLAT score.

2. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test,

he/she is mandated to receive ESL instruction until he/she test out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the appropriate school.

3. In addition to the bi-yearly parent-teacher conferences and monthly PTA meetings, parents of newly enrolled LEP/ELLs are provided

with an orientation session on the State Standards and graduation requirements. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. Features of our Free- Standing ESL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns. Entitlement letters and Continued Entitlement letters are mailed to the students' address of record either at the beginning of the fall semester or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ESL proficiency level.

4. The ESL Coordinator reviews the ATS RLAT report and programs eligible students into our free-standing ESL program according

- to the level of their most recent score. ESL Teacher's evaluation and parent interview are part of the programming process.
- One hundred percent of the parents who have attended the orientation sessions and have filled out the Parent Survey and Program Selection Form have requested the continued enrollment of their student in the Free Standing ESL Program. Parent who are unable to attend the orientation meeting or the Parent-Teachers conferences are mailed the Parent Survey and Program Selection Form and brochures explaining the Free-Standing, Transitional Bilingual and Dual language ESL Programs with the request that they return the form.
 - The ESL Free Standing program in our building is aligned with the parents' request according to the selection on the Parent Survey and Program Selection Form.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	0	3
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10
SIFE	0	ELLs receiving service 4-6 years	2
		Special Education	1
		Long-Term (completed 6 years)	2

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	0	3	0	0	1	0	1	14
Total	10	0	0	3	0	0	1	0	1	14

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		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									

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											1	1		2
Chinese									2					2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1	2	2		5
French										2	1	1		4
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other														0
TOTAL	0	2	4	4	4	0	14							

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. We have a unique program whereby one free standing, self-contained ESL program serves all ELLs in the four Campus Magnet High Schools. The four Campus Magnet High Schools are Mathematics, Science Research and Technology High School (Q492), Law Government and Community Service High School (Q494), Business, Computer Applications and Entrepreneurship High School (Q496), and Humanities and the Arts High School (Q498). ELL students from the four schools are ungraded and homogeneously programmed according to their score on the NYSESLAT and the LAB-R.
2. All students are provided with appropriate ESL classes based on scores attained on the Language Assessment Battery – Revised (LAB-R) and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a freestanding ESL program with infused instruction in the content area. Our program is performance driven and instruction is provided by a duly licensed ESL teacher. Our school fully addresses compliance with Revised Part 154 for intensive English Language Instruction by providing our ESL student population with the required units of ESL instruction:
 - Three Beginner Level Classes - 3- 45 minute periods of ESL
 - Two Intermediate Level Classes – 2- 45 minute periods of ESL
 - One Advance Level Class – 1- 45 minute period of ESL and 1- 45 minute period of ELA
3. Our ELL population is mainstreamed into content area classes across the curriculum. In the ESL classroom, Academic Rigor is integrated to accelerate English language acquisition through the use of development of theme or topic based lessons which provide the content for language learning. Students are given clear criteria of High Expectations that support result in higher achievement as they thrive to develop all of the four language skills: listening, speaking, reading and writing. The goal of the program is to meet the ELA Standards by sustaining a Language Focus and by improving communicative proficiency through the use of authentic texts, both fiction and non-fiction through the use of the Workshop Model of the Balanced Literacy approach to learning. This provides the ELLs with ample reading and listening practice while setting the framework for improving written expression and speaking. Literacy in Mathematics is focused in the new Integrated Algebra program for all incoming students scoring in Level I and Level II on the 8th Grade Assessment. In addition to traditional ESL methodology, the research based Cognitive Academic Language Learning Approach (CALLA) has been fully implemented. This approach focuses on content and language objectives while incorporating learning strategies. Specific academic language functions are targeted to enhance student success toward achieving the new ELA Standards. These language functions include the ability to seek information, compare and contrast, classify, analyze, infer, justify, persuade, synthesize and evaluate. Additionally, the Continuum for Academic Rigor and Excellence (CARE) instrument is being implemented to ensure that the mandates of CR154 are met and that our ELL population meets the ELA State and City Standards in the four modalities and pass the Regents Examinations. As an indication of the success of our program, our data reveals that our ELLs graduate within the four year framework.

4. Our 2010-2011 ELL population does not include any students with Interrupted Formal Education (SIFE). We plan to serve SIFE students

by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed. One to one tutoring is also available to all of our ELLs (newcomers and 4-6 years ELLs) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC school six years or more), the following strategies are being implemented to ensure that our long term ELL population meets the ELA State and City Standards and pass the Regents Examinations:

Linguistic aims are integrated across the curriculum

Accelerated Academic English Language Approach with a focus on academic language

Standards are infused into instruction and are evident in students work products

Interdisciplinary approach to the State Standards is addressed.

Instructional units and activities are aligned with the sample NYSESLAT content and rubrics

High intensity English integrates English Language Arts and content area learning in order to provide students with strong academic

content area language, while using ESL techniques throughout all instruction.

We address the needs of our Special Education ELLs by referring to the students' IEP and utilize the recommendations in our differentiated, small group instruction. We integrate paraprofessional/team teaching to support language acquisition in the classroom under the direction of a licensed ESL teacher. In addition, the Assistant Principal of Instruction provides Professional Development in ESL Methodology and cultural sensitivity to all staff members.

All of our ELLs are further supported with the following resources:

Bilingual glossaries

Beginner Level students are paired with a student translators

Bilingual dictionaries are available

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time during the administration of Regents Exams

Translations of the content area Regents exams

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

5. We offer the following targeted intervention programs for ELLs in ELA, math, and other content areas:
 - Saturday Academy for Regents Prep and credit recovery
 - PM School Extended Day Anti-Violence Program for credit recovery
 - Independent study under teachers' supervision for credit recovery
 - Achieve 3000 (targets literacy throughout the curriculum)
 - Small group instruction during students' lunch periods
 - YAAOI (Youth Academic & Athletic Outreach, Inc.) after school enrichment programs
 - APEX-Distance Learning via Technology
 - Counseling sessions with parent and child
6. We continue to support students reaching proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. ESL teacher continues to provide academic resources to our transitional students by maintaining writing folders and providing individual tutoring, counseling and support during her professional period. Furthermore, ELLs that require more than four years to graduate are provided with extensive Academic Instructional Support: PM School for Credit Recovery, Saturday Regents Prep Academy, Achieve 3000.
7. This year we are integrating Achieve 3000, which target ELLs for credit recovery and YAAOI (Youth Academic & Athletic Outreach, Inc.) which offers after school enrichment programs.
8. Programs that support the academic success and social development of our ELL population will not be discontinued.
9. All ELLs are encouraged to participate in all after school activities and events. The programs include: PM School for credit recovery, Achieve 3000 Regents Review, PSAL sport teams, YAAOI (Youth Academic & Athletic Outreach, Inc. school band.
10. Instruction materials used to support ELLs include glossaries, native language dictionaries, videos of literary masterpieces, computer lab, Smart Board.
11. Since we provide a free standing ESL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language is used as a bridge to transferring receptive and expressive 2nd language acquisition.
12. All required support services and resources correspond to our ELLs age and grade level.
13. Prior to the beginning of the school year, incoming students and their parents are invited to attend the school's open house and orientation. They are given a tour of the building and an introduction to our specialized programs in the performing and visual arts.
14. French and Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.

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 N/A

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 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.
<ol style="list-style-type: none"> 1. Staff Development is addressed through teacher's participation in the QTEL (Quality Teaching for English Language Learners Academy) provided by the Department of Education and WestEd, Assessment and SIFE Training and the LOTE Symposium. Monthly Professional Development provide on-going training to all staff. Besides the Resource Packages, the use of the Children First Initiative's Uniform curriculum has been discussed in detail and the Essential Elements of Instruction has been implemented which raises the rate and degree of learning in all classroom. Emphasis has been placed on aligning instruction with the New York State ESL Standards and active use of the Workshop Model Balanced Approach to Literacy. In addition, the Assistant Principal of Instruction provides Professional Development in ESL Methodology and cultural sensitivity. ELL Staff Development for the 2010-2011 Academic Year will take place on the months indicated and will address the following classroom practices: <ul style="list-style-type: none"> September – Using Data to Drive Instruction (HSST, ARIS, ATS, etc) October – Snapgrades November – Understanding the IEP December – Teaching Diverse Learners January – Effective Teaching Strategies February – Student Portfolio and Rubrics March – Smartboard & Technology in the classroom (Excel, LCD Projector, etc) April – Aligning instruction to standard May – Concept Map, Graphic Organizers 2. ESL teacher provides tutoring, homework help, counseling and support during her professional period to ease the transition from middle to high school of our ELL population. 3. All faculty members are appropriately licensed and as such have met the State 7.5 hour requirement (or 10 hour requirement for Special Education teachers) for the José P training.

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<ol style="list-style-type: none"> 1. Besides invitations to attend our monthly PTA meetings, parents of newly enrolled LEP/ELLs are provided with an orientation session on the State Standards. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and complete the Parent Survey and Program Selection Form. Features of our Free-Standing ESL Program are discussed as well as eligibility and exiting regulations and graduation requirements. French, Haitian-Creole, Spanish speaking administrative and teaching staff are present to translate, answer questions and concerns. Meetings are held on a weekday, an evening and a weekend to assure parent attendance. 2. Humanities and the Arts High School partners with the Cambria Heights Civic Association, HAUP (Haitian Americans United for Progress HABITAT at Brooklyn College, and the United Black Men of Queens.. These organizations provide community resources to our students and their parents.. 3. We based our assessment of oral and written interpretation needs on the Home Language Aggregation Report (RHLA). This report shows that oral and written interpretation is needed in Spanish and Haitian Creole. 4. Provide translations to native speakers of Spanish and Haitian Creole at <ul style="list-style-type: none"> Parent-Teacher Conferences PTA Meetings ESL Parent Orientation Meetings

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)										4		1		5
Intermediate(I)										1	3	3		7
Advanced (A)										1	1			2
Total	0	0	0	0	0	0	0	0	0	6	4	4	0	14

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Math <u>IntAlgebra</u>	7		3	
Math <u>RCT</u>				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	4		1	
Physics				
Global History and Geography				
US History and Government	5		2	
Foreign Language	2		2	

New York State Regents Exam

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

Native Language Tests

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

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

- 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.
- Our school uses authentic assessment tools to assess early literacy skills through:
 - Portfolio Assessment
 - Writer's Workshop
 - The data reveals that 50% of our ELLs are performing at the Intermediate Level of proficiency across all grade levels.
 - The data guides student programming, lesson planning and development which targets the individual needs of each student based on the NYSESLAT data.
 - Most students achieve Annual Yearly Progress. ELLs have made significant gains in tests taken on English (NYS Regents examinations).

5. N/A

6. As an indication of the success of our program, our data reveals that our ELLs graduate within the four year framework.

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		