



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY

DBN (DISTRICT/ BOROUGH/ NUMBER): 03M299

PRINCIPAL: STEPHEN M. NOONAN

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SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Stephen M. Noonan	*Principal or Designee	
Wayde P. Grinstead	*UFT Chapter Leader or Designee	
Nikel Dixon	*PA/PTA President or Designated Co-President	
Mary King	DC 37 Representative, if applicable	
Yousif Yahya	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Iris Cordero	Member/Parent	
Angel Cespedes	Member/Student	
Andrew Klinge	Member/UFT	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To implement a school-wide action plan that supports the work of the HSAll college advisement program aligned to the CUNY College readiness Initiative 2011-2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Following intensive review of current college readiness metrics, it was determined that by the college counselor, designated staff and CUNY support team will engage in planning and implementing, college readiness practices based on David Conley's, "Four Dimensions of College and Career Readiness," that will result in a 5% increase in the number of college-ready students measured by DOE phase-in CCR metrics by June, 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Scheduling:

- Designated staff members will attend the five network meetings will be held on the following dates:
 1. October 24;
 2. December 14;
 3. February 8;
 4. April 18; and,
 5. May 23.
- Throughout the year, administrators, faculty and school counseling staff will identify their department's training and mentoring needs and develop and revise a plan to meet those needs.
- A formal schedule of deadlines for completion of college preparation and career planning documents for all students will be established and reviewed.
- All first year student s will create a personal learning plan in order to set goals, track academic progress, discuss post secondary aspirations,

and arrange academic interventions when necessary.

- In addition to the network meetings on-site support will be provided by CUNY staff including the CUNY Resource Manager and the ECI Program Officer.
- At least once each semester, students will review and assess academic progress and personal learning plans with parent/guardian, faculty, and counseling staff in order to set goals, track academic progress, discuss postsecondary aspirations and arrange academic interventions when necessary.
- In addition, by the end of the year administrators, faculty, and counseling staff will understand how to adjust the college preparation process and career planning to meet the needs of all students.

The college counselor and school leaders will evaluate and incentivize postsecondary readiness using three metrics: college preparatory course index; college readiness index; and, college enrollment rate.

A formal schedule of deadlines for completion of college preparation and career planning documents for all students will be established, implemented and reviewed.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

HSAll provides many opportunities throughout the year for parents to understand the NCLB, CCSS, individual student proficiency levels, the Annual School Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report. Meetings are scheduled in mornings, evenings and on weekends to accommodate families' schedules and to share information about the school's educational program, the progress of their students and allow parents to provide suggestions and participate fully in their student's social and academic progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In addition to ongoing professional development with Lincoln Center Institute for the Arts in Education, all staff members engage in professional development conducted by expert professionals. These include Dr. Harvey Silver, Dr. Claudette Tableman, Charles Glassman, Ferris Unni and Hope Barter. Staff selected teacher leaders participate in additional PD (e.g. CCSS literacy and mathematics workshops, CUNY Tier II and III meetings with our PSO and turn-key presentations to staff. Additional resources for teacher growth include College Now Staff working with mathematics teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with both Fordham's and Hunter College's Schools of Education provides us with the opportunity to work with student teachers who may subsequently become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Lincoln Center Institute for the Arts in Education, DOE opportunities and the CUNY Support Organization to achieve our goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The costs of the CUNY College Readiness Initiative are met by the CUNY SSO. Funds in the amount of \$2,099 have been allocated to support this initiative. The funds are all TL Fair Student Funding.

Staffing will include assistant principal, college counselor, CUNY School Support Manager, CUNY Resource Manager and CUNY ECI Program Officer.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To ensure all students are on track to graduating ready for college and careers through a rigorous Common core State Standard (CCSS) aligned curriculum. In Literacy: Read and analyze informational texts from multiple sources and write an argument to support their position. In Math: Engage in a cognitively demanding task that requires students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

CUNY standards for admission include changed math requirements. Reviews of our Math Regents results reveal a number of students who meet CUNY's prior requirements (including 75 on a Math Regents) but not the newer requirement. In addition, we want to support our students in meeting the CUNY ELA requirement. We believe that applying similar strategies to those students who must meet a different bar will prove effective.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Conduct gap analysis between current state and desired alignment to CCLS.
- Collaboratively review e-maps using performance criteria outlined in Atlas Curriculum Mapping platform.
- Administrators will monitor changes in e-maps throughout the year and provide feedback to teachers to ensure coherence and alignment to CCLS and CCR metrics outlined by NYCDOE.
- Incorporate Lincoln Center Institute for the Arts in Education (LCI) units that are planned interdisciplinarily so that all instructional activities are documented.
- Teacher tasks and student work products will be analyzed for cognitive rigor on a scale of 1-4 using the DOK tool provided by the NYCDOE.
- Completed units of study will be uploaded into ATLAS Rubicon, the school's electronic curriculum mapping system.

- Units of study will be assessed by the assistant principals for quality using a rubric that measures the elements of curriculum design.
- Units of study will include the works of art that are planned by grade level teams and will also use a rubric that measures the elements of curriculum design.
- Select CCLS standard in literacy and math for unit development that incorporates opportunities for all students to construct and support arguments
- Teachers meet biweekly in department and/or grade level teams to assess student work products and plan lessons that require evidence to support a claim. Teachers meet bi-weekly to develop a systemic rubric to assess the use of evidence to support a claim.

By November, 2011, 100% of teachers will revise and develop online curriculum maps, using Atlas Rubicon, with accompanying unit plans that meet the citywide instructional objectives.

By January, 2012, 100% of teacher teams will have analyzed student work samples in relation to our selected CCSS as measured by progress on the DOE milestones tool.

By June, 2012, 100% of students will be engaged in at least one literacy and one math task embedded in units of instruction aligned to the CCSS as measured by curriculum map alignment.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

At HSAll, we outreach through monthly and specially scheduled meetings to the parent members of our school's community to attend presentations at the Parent Association and the School Leadership Team Meetings. In addition we participate in Junior and Senior College evenings. We notify parents about the tutoring and college and career opportunities available for their students at meetings and through regular mail, e-mail and telephone voicemail messages. Parents know that extra tutoring support for their students to succeed in their courses and on regents examinations is extended to their students daily during extended day programming, as well as special regents enrichment sessions and individualized tutoring opportunities with teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In addition to ongoing professional development with Lincoln Center Institute for the Arts in Education, all staff members engage in professional development conducted by expert professionals. These include Dr. Harvey Silver, Dr. Claudette Tableman, Charles Glassman, Ferris Unni and Hope Barter. Staff selected teacher leaders participate in additional PD (e.g. CCSS literacy and mathematics workshops, CUNY Tier II and III meetings with our PSO and turn-key presentations to staff. Additional resources for teacher growth include College Now Staff working with mathematics teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with both Fordham's and Hunter College's Schools of Education provides us with the opportunity to work with student teachers who may subsequently become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Lincoln Center Institute for the Arts in Education, DOE opportunities and the CUNY Support Organization to achieve our goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The costs of the CUNY College Readiness Initiative are met by the CUNY SSO. Costs of the LCI interdisciplinary arts units are funded through the school's regular budget. Funds in the amount of \$5,670 (for curriculum development) and \$5,600 (for professional development) have been allocated to support this initiative. Curriculum development is funded by TL Summer School Shared. Professional development is funded by TL Fair Student Funding. Funds will be used to underwrite the participation of teacher leaders in professional development which will be turn keyed to all staff.

Staffing will included principal, assistant principals, teachers and CUNY instructional support personnel.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To foster continuous teacher growth and development driven by a research-based framework.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teacher leaders will meet with their in Grade Level Teams on an ongoing basis as evidenced by meeting records of agendas and outcomes.
- Conduct frequent cycles of classroom observations focused on selected components or research-based framework.
- Establish a schedule and process for teacher observation and timely feedback from administrators that results in increased effectiveness of individual instructional practice.
- A process that allows for immediate feedback to teachers from administrators will be established to increase the effectiveness of individual instructional practice as evidenced by data, student work and team planning that results in increased academic achievement.
- By June, 2012, 100% of teachers will have been observed in short, frequent cycles of supervisory observations and collaborative classroom visitations.

By November, 2011, HSAll will adopt a research-based rubric of teacher practice to evaluate effectiveness.

By June, 2012, school leaders will conduct 6 formative observations for each teacher using selected components of research-based rubric to provide meaningful feedback.

Classroom observation/visitation schedule, copies of formative observation reports and teachers' self-assessment tool.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

HSAll actively involves and engages parents in the planning, review and evaluation of the effectiveness of the school's programs as outlined in the Comprehensive Educational Plan. Parents participate in workshops that involve understanding educational accountability, grade-level curriculum, the CCSS. In addition, in collaboration with CUNY we offer workshops and technology training to facilitate understanding of ARIS, online grading systems and the college search process.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In addition to ongoing professional development with Lincoln Center Institute for the Arts in Education, all staff members engage in professional development conducted by expert professionals. These include Dr. Harvey Silver, Dr. Claudette Tableman, Charles Glassman, Ferris Unni and Hope Barter. Staff selected teacher leaders participate in additional PD (e.g. CCSS literacy and mathematics workshops, CUNY Tier II and III meetings with our PSO and turn-key presentations to staff. Additional resources for teacher growth include College Now Staff working with mathematics teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with both Fordham's and Hunter College's Schools of Education provides us with the opportunity to work with student teachers who may subsequently become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Lincoln Center Institute for the Arts in Education, DOE opportunities and our SSO, the CUNY Support Organization to achieve our goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All funding for this initiative comes from the school's regular budget. Funds in the amount of \$ 7,670 been set aside to support this initiative. The funding covers the costs of the professional development coach and materials, teacher coverages and additional hours for staff compensation. \$5,670 – for per session for curriculum development. All funds are TL Summer School Shared.

Principal, assistant principals, teacher leaders, teachers and the CUNY School Support Manager.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue implementing a school-wide system to monitor credit accumulation for students in each Cohort resulting in increased graduation and credit accumulation rates. This will be an ongoing goal for the school with a target of 85% in three years.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Following thoughtful analysis of previous cohorts, we determined the need for improvement in completion of Regents Examinations with passing scores that reflect CUNY College Readiness Standards and credit accumulation. By June, 2012, 65% of students will have met their educational goals as agreed to by the student, parent and Pupil Personnel Team, resulting in improved graduation and credit accumulation rates compared with an average of 62% in 2011.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

August 2011 - January 2012

- Students were programmed according to academic progress made during the 2010-2011 school year and credits earned during the summer of 2011. Ninth grade students follow the school's academic program.
- Programs were reviewed for accuracy by guidance counselors and adjustments were made to ensure appropriate placement to ensure that the maximum number of credits possible were programmed.
- Counselors meet with students individually to discuss academic goals for the year.
- College and career counseling sessions are held with students in order to ensure that students are aware of their individual goals to be met during the academic year.
- Academic support is offered for those students who need additional preparation for Regents Examinations and credit accumulation.
- During Regents Week all students who need to take or retake examinations are programmed.

- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first semester grades are recorded.

February - May 2012

- Rates of credit accumulation for all students will be evaluated so that interventions and supports, as appropriate, will be made regarding adequate progress and credit accumulation for the first semester.
- Counselors continue to meet with students individually to discuss academic progress and goals for the year.
- College and career counseling sessions continue with students in order to ensure that students are completing those tasks related to the college application process.
- Academic support is offered for those students who need additional preparation for Regents Examinations and credit accumulation.
- The school's Accreditation Committee continues meeting to determine additional supports for students and makes appropriate recommendations.

June 2012

- Transcripts are reviewed and certified for those students who are on-track for graduation.
- During Regents Week all students who need to take or retake examinations are programmed.
- Transcripts and academic progress is monitored by administrators and the Pupil Team after the first semester grades are recorded.
- Improvement in completion of Regents Examinations with passing scores that reflect CUNY College Readiness Standards and credit accumulation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are provided with timely information regarding performance profiles and individual student assessments. Parents obtain teacher contact information and access to that teacher's online grading system. We schedule parent-teacher conferences each semester during which the students' achievement is discussed with the parents. Parents are able to schedule additional meetings with teachers and guidance counselors throughout the year to discuss student progress and ways to ensure their child's academic success. These meetings are scheduled at flexible times to accommodate parent schedules. Translators are provided whenever necessary.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In addition to ongoing professional development with Lincoln Center Institute for the Arts in Education, all staff members engage in professional development conducted by expert professionals. These include Dr. Harvey Silver, Dr. Claudette Tableman, Charles Glassman, Ferris Unni and Hope Barter. Staff selected teacher leaders participate in additional PD (e.g. CCSS literacy and mathematics workshops, CUNY Tier II and III meetings with our PSO and turn-key presentations to staff. Additional resources for teacher growth include College Now Staff working with mathematics teachers to enhance the curricula.

To attract high quality teachers, the school advertises vacancies as early as possible through the DOE. Our strong relationship with both Fordham's

and Hunter College's Schools of Education provides us with the opportunity to work with student teachers who may subsequently become part of our applicant pool.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We make extensive use of resources offered by our partner, Lincoln Center Institute for the Arts in Education, DOE opportunities and the CUNY Support Organization to achieve our goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

All staffing and per session funding for this initiative comes from the school's regular budget. Regents prep will include 150 hours of per session \$6,297. Funded by TL Fair Student Funding. In addition, partial salaries for two teachers who teach enriched Integrated Algebra classes: \$25,870. Partially funded by TL Fair Student Funding: \$12,800. Partially funded by Contract for Excellence: \$13,070.

The Pupil Personnel Team from the school (including 1 assistant principal, 2 counselors, 1 social worker, Parent Coordinator and assigned teachers), School Support Manager from CUNY and Program Manager from CEIS.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	120	93	24	36	80	-	18	-
10	60	108	91	68	70	-	12	-
11	15	38	32	43	70	-	9	-
12	31	42	8	18	80	-	7	-

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group tutoring driven by data analysis allows the school to focus areas of individual student academic needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Mathematics	Small group tutoring driven by data analysis allows the school to focus areas of individual student academic needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Science	Small group tutoring driven by data analysis allows the school to focus areas of individual student academic needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
Social Studies	Small group tutoring driven by data analysis allows the school to focus areas of individual student academic needs. Instruction is differentiated based upon the needs of the individual learner. The same methodology is utilized across all the academic areas.
At-risk Services provided by the Guidance Counselor	All students considered at-risk are reviewed regularly and Pupil Intervention Plans are created in conjunction with teachers and advisors by the Pupil Personnel Team, which consists of two counselors and a social worker. This team participates in grade level meetings developing strategies to guide instruction and differentiated learning. Guidance is involved in identifying students for AIS including but, not limited to, after-school and tutoring services. Guidance offices are often utilized for homework and group study centers. The team also involves parents in the intervention process and makes referrals for outside intervention services where necessary.
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	Same as section under <i>Guidance Counselor</i> .
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Dennis Sanchez	District 03	Borough Manhattan	School Number 299
School Name HS for Arts, Imagination & Inquiry			

B. Language Allocation Policy Team Composition [?](#)

Principal Stephen Noonan	Assistant Principal Jaimee Fischer
Coach	Coach
ESL Teacher Gregory Andronica	Guidance Counselor Graham Bazikian
Teacher/Subject Area Omatee Santos, English Teacher	Parent
Teacher/Subject Area	Parent Coordinator David Vaughns
Related Service Provider Erika Klein	Other Christopher Yarmy, AP
Network Leader Dennis Sanchez	Other Claudette Tableman, CUNY

C. 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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	426	Total Number of ELLs	65	ELLs as share of total student population (%)	15.26%
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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. Upon entry to the High School for Arts, Imagination and Inquiry (HSII), all families initially meet with the Parent Coordinator who gathers information which guides our entry procedures. The parents of students who are newly enrolled in a New York City public school system are given the home language survey, which helps identify students who may have limited English language proficiency. Those students are interviewed by a licensed ELL teacher who determines if they are eligible to take the Language Assessment Battery (LAB-R). The LAB-R is then administered within the first ten days of arrival and the results determine the current level of ESL. The ELL teacher who administered the LAB-R consults with the Guidance Counselor who then programs the students for services accordingly. The parents are also given a parent-choice form where they choose the type of program they would like their children to take part in; Bilingual, Dual Language or free standing ESL classes. If parents choose the bilingual or dual language option, we inform them that we currently do not offer those programs but if the numbers allow us to expand our ESL program options, we will let them know immediately. We then place students in our free standing ESL program until we have twenty or more parents requesting the bilingual or dual language program option.

All students who are eligible for ESL services are given the New York State English as a Second Language Achievement Test (NYSESLAT) in the Spring. Once these exams are scored, the results are reported to the school and the students are placed in the appropriate ESL class. Our goal is that each student improves a minimum of one level; from beginner to intermediate, intermediate to advanced, and advanced to proficient. If students test as proficient, they are no longer placed in an ESL class, however, they are entitled to an extension of services.

2. When the parent completes the program selection form, all three ELL program options are explained by the certified ELL teacher. The parents watch a video where additional information is provided in their home language about the bilingual program, dual language program and free standing ESL program. They also receive written information translated in their home language about the three program options. In addition to the new ELL parent orientation meeting in September, when a new family requiring ELL services enters our school mid-year, we offer an orientation session within the first two weeks of arrival. The parents meet with the licensed ESL teacher and parent coordinator who provide additional information about the program options as well as a status on the numbers of families requesting the bilingual and dual language program option.

3. A new ELL parent orientation is offered in September for all students new to the NYC DoE who begin the school year at HSII. At this orientation meeting, after watching a video about the program options, the parents complete and submit the program selection form. The home language identification survey is administered and the entitlement letters are distributed. Program selection forms are mailed home to any parent who does not attend the orientation meeting. The parent coordinator calls the parent to inform him/her that the form has been sent and must be returned within the week. If the parent does not speak English, a staff member who speaks their native language works with the parent coordinator to call the home. If there is not a member of staff who speaks the native language, our parent coordinator reaches out to the translation and interpretation department for assistance. The parent coordinator follows up with the parent until the form has been returned to the school. If a student enters our school during the school year, an

orientation is scheduled for the family and the process repeats. If possible, the ELL teacher will meet with the family and conduct the orientation as part of the admissions process.

4. High School for Arts, Imagination and Inquiry currently offers a freestanding ESL program. If a the parent indicates on the program selection form that their preference is a bilingual or dual language program, we inform them that we currently do not have the number of students to support that program but if and when we do, we will inform them and make any program changes that are necessary to accommodate their preferences. There are currently six full time staff members who are fluent in Spanish and two full time staff members who are fluent in French. These staff members are often called upon to translate for our families so we are assured that they fully understand the program options. We also have staff members in the building who speak other languages such as Italian and Chinese and if the need arises, we work with the other schools to provide native language translation. There is also the option of utilized the translation services immediately via telephone or in person, by appointment.

5. Based on the program selection forms, we are confident that we are meeting the requests of our families as they have all requested a freestanding ESL program. We have not had one parent request a bilingual or dual language program, so that 100% of our ELL students have been placed in the program in which they have requested.

6. The program models are aligned with the parent requests as we offer a freestanding ESL program and all requests have been for the freestanding ESL program.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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	1	4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	65	Newcomers (ELLs	24
Special Education	16		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	14	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	25

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	24	10	2	16	3	3	25	1	11	65
Total	24	10	2	16	3	3	25	1	11	65

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	12	12	10	49
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										3	4	3	2	12
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other										1	1	1	1	4
TOTAL	0	19	17	16	13	65								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.
 - a. All ELL instruction is delivered using the pull-out model. The students spend a majority of the day in an all English content area class. There are supports in place for these students in their native language such as textbooks, glossaries and translators.
 - b. The ESL students are grouped heterogeneously. There are students of all proficiency levels in the same class, regardless of grade.
2. The number of ESL periods per day a student is programmed for is dictated by the results of the Nyseslat exam from the previous spring. If a student is newly enrolled in the New York City Department of Education and did not take the Nyseslat exam the year before, he/she is programmed in a level based on the results of the LAB-R exam. All students who score in the beginner proficiency level receive three periods of pull-out ELL instruction per day. Three periods per day is equivalent to 132 minutes per day, five days a week, which is 660 minutes per week. Students who score in the intermediate proficiency level are programmed for two period of pull-out ELL instruction per day, which is equivalent to 88 minutes per day, five days a week, 440 minutes per week. Students who score in the advanced proficiency level are programmed for one period of pull-out ELL instruction per day and one period of English with their native English speaking peers. They receive 44 minutes of ELL instruction per day, 220 per week.
3. The ESL teacher is a member of one of four grade teams in our school and serves as a member of the English Department. At these weekly meetings, the teachers collaborate to ensure consistency and share best practices. The co-planning time is crucial to ensure that the ELL students are receiving the same level of instruction as their native English speaking peers with additional supports in their native language. Language Arts is taught using ESL and ELA instructional strategies. Specific area content and skills sets needed from other subject areas is supported by activities done within the ESL class and by helping ELL students to focus on trouble spots during

A. Programming and Scheduling Information

extended day. These areas are identified by the classroom teacher and relayed to the ESL teacher during teacher team meetings.

Additionally, the ELL students are taught test-taking skills, reading for meaning and reading strategies, test question vocabulary, listening for details and pacing, to name a few.

4. It is crucial that our ELL students are appropriately evaluated in their native language. We make many accommodations to ensure their academic success in content area classes by utilizing the resources available through the DoE curriculum library. Students have access to materials in their native language to ensure that the content is not lost due to a language barrier. Additionally, we have found success with students using glossaries and digital translators in the classroom for immediate translation and support. There are also many professional development opportunities for content area teachers to improve their practices with ELL students.

5. All students at HSII, regardless of their level of English proficiency, receive over the state mandated minutes of ELL instruction.

a. SIFE Students: There are 14 students at HSII who have had interrupted formal education and are classified as SIFE students. These students receive academic intervention services twice per week. This small group instruction allows the certified ELL teacher time to assess the students in order to guide the additional support and cater to his/her individual needs.

b. Newcomer Students: There are 24 students attending HSII who have been enrolled in a school in the US for three years or less. The four students in this group who have tested as beginners are being pulled out of the larger ELL class for individualized language support from a licensed content area teacher. Once their English has improved and there is greater chance for success in a language class, they will join the larger ELL class. Their needs are being assessed and supports are being put in place as an area of deficiency becomes apparent. The third and fourth year high school students who have been in a school in the U.S. for three years or less are receiving individualized instruction from a licensed English teacher as their graduation is contingent upon successful completion of the English Language Arts Regents Examination.

c. 4 to 6 Year ELLS: There are 16 students at HSII who have been attending school in the United States for four years to six years. The two students in this group who are still testing on the beginner proficiency level are considered at-risk and as a result, they are being evaluated further to determine the reason for their deficiencies. The remaining 14 students are intermediate or advanced English language learners. These students are closely monitored. Their Mathematics and English periodic assessments are reviewed by the certified ELL teacher and the content area teacher to ensure they are steadily improving. If it is found that they are not improving, they are then referred to the Pupil Personnel team for further evaluation.

d. Long Term ELLS: There are currently 25 students at HSII who are considered to be long-term ELL's. These students have been in school in the US for more than six years and have not yet become proficient according to the results of the Nyseslat exam. These students are monitored closely by their Guidance Counselor to ensure that appropriate resources are put in place so their ability to graduate from a NYS high school is not in jeopardy. These students are referred for additional ESL support as well as consult regularly with the counselor and certified ELL teacher to assess progress. These students often meet with a variety of content area specialists to focus on the upcoming state wide exams. The parent coordinator is in touch with the families of these students to ensure they are regularly attending the Title II program.

6. The ELL students are encouraged to use their digital translators in their content areas classes. This ensures that the students can still comprehend the information even if there is a language barrier. The students can also reference the glossaries in their home language that are stored in their content area classrooms. Additionally, the grade teams meet weekly to ensure consistency throughout all classrooms whether it is an ELL class, Special Education class or a core content class. The teachers also work together in teacher teams to ensure an interdisciplinary approach is being used so the concepts and skills taught are constantly being reinforced. Furthermore, all teacher's lesson plans include various differentiation tactics to allow the individual student to identify their own entry point into the lesson.

7. All of the ELL students at HSII are programmed for more ELL class time than is mandated by the state. The students who are classified as beginners are mandated to receive 540 minutes per week of ELL instruction and the beginners at HSII are programmed for 660 minutes of ELL instruction per week. The students at HSII who test on the Intermediate level are mandated to receive 360 minutes of ELL instruction per week but they are programmed for 440 minutes per week. Our Advanced ELL students are mandated to receive 180 minutes per week however; they are programmed for 220 minutes of ELL instruction in addition to their grade level English Language Arts class. We believe that the additional ELL instructional minutes per week will help our ELL students improve their skill sets at a much faster pace. Ideally, the students will all increase from one level of proficiency to a higher level each time they are tested and eventually test as proficient prior to graduating from our high school.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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

8. HSAIL works to infuse its interdisciplinary curriculum in a reflective study of different works of art. We believe that this gives the students multiple entry points to the lessons being taught. We encourage civic dialogue and empower members of the school community to work towards a more humane world. All students are provided with an individualized learning environment that is inquiry based. Students often question at increasing levels of sophistication and gather information from a variety of sources. This process brings our students together regardless of their background and strips down the language barriers. For example, students who are testing on the beginner English language proficiency level can have conversations about the works of art with the native English speaking peers and this open dialogue is encouraged and developed during class with hopes of it continuing elsewhere. It is one way we bring our community of diverse learners together to have an individualized experience while working within the larger school community.

9. It is important to continue transitional support for those ELL's who have tested as proficient on the Nyseslat exam. We encourage these students to participate in the Title III program which can help them get the individualized support they need outside of school hours. Since the students are no longer programmed for the ELL class, they often take advantage of these services and benefit from their participation. These students are also given extended time on their exams and the exams are offered to them in their native language. These students have been identified by the English department and their English Language Arts teachers will offer academic intervention services, if necessary. Additionally, we ask that our ELL students attend several periods of the extended day program where they can work on their test taking skills.

10. In an effort to improve the ELL program, we have derived additional supports for our ELL students. Our computer lab remains open after school hours and is staffed by a licensed mathematics and business teacher. The ELL students will be encouraged to work in the computer lab with a computer program designed to improve reading and writing skills, specifically designed for ELL students. We are still in the process of researching the most beneficial program for our students but Read 180 and Wilson Reading are some that have been discussed. We believe that this will support the work being completed in the Title III program and daily ELL and content area classes. The students will work independently using software and it will be monitored by the ELL teacher.

11. In the 2011-12 school year, we have expanded our ELL programs in order to better serve our population. There are not any services or programs being discontinued.

12. All students at HSAIL are encouraged to take part in the extracurricular clubs and sports. A large majority of our ELL students are members of the soccer and basketball teams as well as the PSAT and SAT prep courses, the student government and community service club. All students who are in good academic standing are eligible and encouraged to participate.

13. Students at HSAIL have access to computer programs to supplement their learning. Students can use these computer programs after school hours and during the lunch periods. We also have a smartboard or LCD cart and computer in every room to ensure visual aids are used in all content area classes to support our ELL students. All teachers also have access to Flocabulary which explains academic concepts in the form of hip-hop music and poetry.

14. Native language support is provided to our students through the use of peer translators in the classes as well as access to digital translators and glossaries. Additionally, students can refer to textbooks in the native language.

15. Required services support, and resources correspond to ELL's ages and grade levels.

16. All students, including incoming freshmen, are provided with information about free summer ELL programs to better prepare them for the upcoming school year.

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4. Based on the results of the surveys, we are able to cater to the needs of our parents. For example, many families have expressed concern about paying for the child's college education and as a result, we offer multiple workshops where parents can come with their income information and they complete the financial aid forms with staff members at our school. We also have translators available at all

E. Parental Involvement

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

1. All parents of students who are enrolled at HSII are invited to attend monthly Parent Association meetings. These meets are facilitated by the Parent Coordinator and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to HSII such as dress code/uniform policy, grading policy etc. the parents brainstorm additional parent meeting topics. All guardians are invited to attend workshops where they can learn about graduation requirements, ARIS and Regents Examinations. Additionally, there have been Cyber bullying workshops and information sessions on getting your child into college and completing the financial aid forms. Parent/Student translators are made available for all such events.
2. HSII works in partnership with Lincoln Center Institute. We often offer our families tickets to performances at Lincoln Center as well as the New York City Philharmonic. Affording our families the opportunity to engage in a variety of cultural opportunities strengthens our school community and opens up the lines of communication between families and school faculty.
3. Our parent coordinator often distributes surveys to our families to determine the interests of the parents. These surveys help us gather information about what workshops would be most interesting and helpful to our families so we can provide them with the supports they need to ensure their children are successful in our school. This also strengthens our school community and the relationships formed benefit our students.
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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Our ELL teachers attend most professional development sessions offered by the New York City Department of Education as well as CUNY, our support network. We also take advantage of professional development opportunities offered by outside agencies. At monthly faculty meetings and/or grade team meetings, our ELL teacher has the opportunity to turn key the information to the HSII faculty. Some of the professional development sessions that our ELL teacher has attended in the 2011-12 school year have focused on topics such as, but not limited to task rotation, building academic vocabulary, scaffolding and assessment.
2. All content areas teachers have ELL students in their classes. During staff development sessions, we often focus on best practices with ELL students so they can be implemented into content area classes.
3. During each Chancellor's Professional Development Day time is set aside to develop the entire staff's ELL knowledge, with a focus on how to provide content area support to ELL students. Additionally, during several monthly faculty conferences though out the year time is allocated to staff ELL concerns as well as approaches that will benefit our ESL population. The sum total of time for these sessions exceeds 7.5 hours for the entire school year. For school year 2010-11 the time allotted was over 10 hours and we expect it to be greater still for this current school year.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	0	2	1	8
Intermediate(I)										9	6	4	8	27
Advanced (A)										5	11	9	4	29
Total	0	0	0	0	0	0	0	0	0	19	17	15	13	64

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										574			
	I										632		660	702
	A										697	694	711	716
	P										752	732	743	765
READING/ WRITING	B										617			641
	I										665	681	695	676
	A										694	713	735	721
	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

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.

1. All ELL students take the ELL Periodic Assessment Exams each September to provide baseline information. The data shows that most of our ELL students more greatly challenged when communicating in written form. Additionally, the data and clearly shows that our ELLs are more adept at speaking and listening than reading than writing. Comprehension levels varied to a great extent and no clear pattern emerged, except that the comprehension scores improved during a subsequent sitting of the exam.

Additional Information

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

Paste additional information here

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		3	
Integrated Algebra	17		6	
Geometry	4		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		0	
Living Environment	22		10	
Physics				
Global History and	26		8	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	23		4	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. All ELL students take the ELL Periodic Assessment Exams each September to provide baseline information. The data shows that most of our ELL students more greatly challenged when communicating in written form. Additionally, the data clearly shows that our ELLs are more adept at speaking and listening than reading than writing. Comprehension levels varied to a great extent and no clear pattern emerged, except that the comprehension scores improved during subsequent sittings of the exam.

2. Similar results have been corroborated by the NYSESLAT and LAB-R results.

3. The challenges that our ELL students face in reading, writing and comprehension impact our instruction greatly. Test taking strategies are constantly reviewed in ESL classes, as well as instructional strategies like Reading for Meaning, the MEAL system for writing as well as smaller pieces to the writing and comprehension puzzle like emphasizing use of topic sentences, literary elements, grammar mnemonics etc...

4. a. After closely examining patterns of student results some patterns have become evident:

- Exams taken in English provide results that are on average nearly 15 points lower than exams taken in native languages.
- ELLs that have been in the ESL program have fared better than those newly entered in to the program.
- Actual grade level has little impact on test scores.

b. School leadership and teachers are given the data provided by the Periodic Assessments and are asked to adjust their instructional strategies accordingly. In general, more emphasis has been placed on test taking skills and reading comprehension. In particular, teachers

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

School Name: <u>HS for Arts, Imagination & Inquiry</u>		School DBN: <u>03m299</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen Noonan	Principal		10/17/11
Jaimee Fischer	Assistant Principal		10/17/11
David Vaughns	Parent Coordinator		10/17/11
Gregory Andronica	ESL Teacher		10/17/11
	Parent		1/1/01
Omatee Santos, English	Teacher/Subject Area		10/17/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Graham Bazikian	Guidance Counselor		10/17/11
Dennis Sanchez	Network Leader		10/17/11
Christopher Yarmy	Other <u>AP, Supervision</u>		10/17/11
Claudette Tableman	Other <u>CUNY</u>		10/17/11
Erika Klein	Other <u>Social Worker</u>		10/17/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M299 **School Name:** HS Arts, Imagination and Inquiry

Cluster: 5 **Network:** CUNY

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.

Upon interviewing the parents/guardians and students, the High School for Arts, Imagination and Inquiry is able to determine if translators and translated documents are necessary for our families. At this time, twenty-one percent of our families are in need of translation and oral interpretation services at some point during the school year.

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

The High School for Arts, Imagination, and Inquiry's families have reported that providing translation and oral interpretations is helpful. These findings were done through surveys at various school events. Findings were reported, reviewed and discussed during departmental, School Leadership Team, and Parent Association meetings.

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.

School documents not provided through other New York City Department of Education channels are translated as necessary by staff and mailed home. Documents provided through the DOE that have translations are given to families through school distributions and mailings.

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.

We make use of oral translation services as provided by the New York City Department of Education when necessary or requested.

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>.

In order to fulfill Chacellor's Regulations A-663 information regarding translation services is provided to families through mailings, upon interviews with the guidance counselors, school secretaries, or administrators or other school personnel.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: HS Arts, Imag. and Inq.	DBN: 03M299
Cluster Leader: Deborah Maldonado	Network Leader: Dennis Sanchez
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 70 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Regents preparation in the following subject areas: US History, Global History and Geography, and ELA.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

1. Our ELL teachers attend most professional development sessions offered by the New York City Department of Education as well as CUNY, our support network. We also take advantage of professional development opportunities offered by outside agencies. At monthly faculty meetings and/or grade team meetings, our ELL teacher has the opportunity to turn key the information to the HSAII faculty. Some of the professional development sessions that our ELL teacher has attended in the 2011-12 school year have focused on topics such as, but not limited to task rotation, building academic vocabulary, scaffolding and assessment.

2. All content areas teachers have ELL students in their classes. During staff development sessions, we often focus on best practices with ELL students so they can be implemented into content area classes.

3. During each Chancellor's Professional Development Day time is set aside to develop the entire staff's ELL knowledge, with a focus on how to provide content area support to ELL students. Additionally, during several monthly faculty conferences though out the year time is allocated to staff ELL concerns as well as approaches that will benefit our ESL population. The sum total of time for these sessions exceeds 7.5 hours for the entire school year. For school year 2010-11 the time allotted was over 10 hours and we expect it to be greater still for this current school year.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1. All parents of students who are enrolled at HSAll are invited to attend monthly Parent Association meetings. These meets are facilitated by the Parent Coordinator and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to HSAll such as dress code/uniform policy, grading policy etc. the parents brainstorm additional parent meeting topics. All guardians are invited to attend workshops where they can learn about graduation requirements, ARIS and Regents Examinations. Additionally, there have been Cyber bullying workshops and information sessions on getting your child into college and completing the financial aid forms. Parent/Student translators are made available for all such events.

2. HSAll works in partnership with Lincoln Center Institute. We often offer our families tickets to performances at Lincoln Center as well as the New York City Philharmonic. Affording our families the opportunity to engage in a variety of cultural opportunities strengthens our school community and opens up the lines of communication between families and school faculty.

3. Our parent coordinator often distributes surveys to our families to determine the interests of the parents. These surveys help us gather information about what workshops would be most interesting and helpful to our families so we can provide them with the supports they need to ensure their children are successful in our school. This also strengthens our school community and the relationships formed benefit our students.

4. Based on the results of the surveys, we are able to cater to the needs of our parents. For example, many families have expressed concern about paying for the child's college education and as a result, we offer multiple workshops where parents can come with their income information and they complete the financial aid forms with staff members at our school. We also have translators available at all parent meetings so everyone feels welcome and is able to communicate with one another.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		