



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012 - 2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY

**DBN:** 03M299

**PRINCIPAL:** STEPHEN M. NOONAN      **EMAIL:** SNOONAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANTHONY LODICO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Rachel Fein	*UFT Chapter Leader	
Fetima Perkins	*PA President	
Mary King	DC 37 Representative	
Kimberly Chabert	Student Representative	
Yasmin Ramales Flores	Member/Student Representative	
Annette Bonnick	Member/Parent Association	
Terry Davis	Member/Parent Association	
Karen Schuemacher	Member/Parent Association	
Christopher Ahearn	Member/ UFT	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The recommendation being followed relates to the Teacher Effectiveness initiative in New York City and New York State.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher practice through the use of the Thoughtful Classroom Teacher Effectiveness Model, newly implemented 2012-2013. School leaders will effectively use evidence-based systems.

**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,**

The school leader communicates school goals that are timely, transparent and available to all stake holders. School leaders encourage the staff to use systems that are dynamic, adaptive, interconnected and lead to the through analyses of outcomes. In addition school leaders espouse and support practices in areas that support student progress and achievement and which include feedback loops and examples of best practice directly connected to student achievement. There is a direct correlation with Thoughtful Education Teacher Effectiveness Framework, Dimension:

Professional Practice

*10.1: Self-assessing and working to improve his or her own classroom*

*10.2: Developing and implementing a professional growth plan*

*10.4: Working with colleagues to improve practice throughout the school as part of a professional learning community*

Each teacher will select a growth focus. Principal and assistant principals will engage in four cycles of brief observations of teachers. Teacher leaders will organize and conduct four (4) learning walks around selected areas.

**b) key personnel and other resources used to implement these strategies/activities,**

Staffing will include principal, assistant principal, teacher leaders, Dr. Harvey Silver and appropriate staff members/consultants from Silver Strong &

Associates.

**c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

Teacher leaders and administrators engage in learning walks that build and support observational skills and a common language around instruction which also includes the *Capacities for Imaginative Learning*. The Learning Walk Note-Taking Form protocol will be used to facilitate the learning walk process which will:

- (1) establish a focus that delineates the dimension of the framework being put into practice;
- (2) identify the “look-fors” that will serve as evidence of the practice;
- (3) gather of evidence; and,
- (4) clarify questions about student learning.

Administrators will develop and follow a regular schedule for observations and feedback sessions with teachers using selected elements of the research based rubric. The objective evidence you will use throughout the year to evaluate your progress towards meeting your goal will include, but not be limited to the following:

- Minutes of meetings;
- Observation protocols;
- Learning Walk Protocols;
- Collaboratively developed, summary of observation and growth plan; and,
- Schedules of learning walks.

**d) timeline for implementation.**

October, 2012:

Teachers Complete Teacher Self Assessment and commit to a dimension related to the Teacher Effectiveness framework in which they will grow professionally in 2012-1013.

Ongoing 2012-2013:

Teacher leaders, Dr. Silver and administrators develop and deliver professional development to staff around selected dimensions of The Teacher Effectiveness Framework and Learning Walks.

**Budget and resource alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants    x Other-describe here: Focus and Priority Budget

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Consultant costs are included in the annual school budget which has been supplemented by additional funds added to Galaxy. Coverage and substitute costs to support intervisitations are included in the annual school budget.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Data used to determine this goal has come from a thorough analysis of the most recent New York City Department of Education Progress Report 2011-2012.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 3.2 Enacted curriculum

\_\_\_\_\_ 3.4 Teacher collaboration

\_\_\_\_\_ 3.3 Units and lesson plans

  X   3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The school leaders and teachers will develop a data driven culture that will result in an increase in the number of graduating seniors who are college ready as defined by the New York city Department of Education.

**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,**

The school’s leaders collect timely data and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs and promote high levels of student learning and success. Ongoing assessments are used to identify patterns of student learning that lead to the adaptation of instruction using multiple points of entry. By June, 2013, at least 50% of current grade 11 students will have earned a score of 75 or better on the ELA Regents, thus meeting the CUNY standard for admission to four year college without basic skills testing. By June, 2013, at least 45% of current grade 11 students will have earned a score of 80 or better on a math Regents and successfully complete Algebra II and Trigonometry, or a higher level course, thereby meeting the CUNY standard for admission to four year college without basic skills testing.

**b) key personnel and other resources used to implement these strategies/activities,**

Staffing will include principal, assistant principal, teacher leaders, and appropriate staff members/consultants from the CUNY School Support Organization.

**c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

The HSII master schedule reflects re-groupings of students based on assessed needs. The minutes of department meetings reflect impact of instructional strategies and assessments used to increase students' scores on Regents Examinations. The final percentage of students deemed college-ready via NYCDOE data reports. The minutes of Pupil Personnel Team meetings reflect the necessary guidance support and interventions implemented for all students.

**d) timeline for implementation.**

**ELA**

- September, 2012: Use data gathered from item analyses of NYS English Regents questions and predictive and progress testing to pinpoint strengths and areas of need for individual students.
- Fall, 2012: Teachers will use Regents-like tasks during instruction to build familiarity with the construct of the examinations.
- Fall, 2012: Teachers will use a systemic rubric that mirrors the rubric provided by New York State for the ELA Regents Examination to evaluate student performance and progress.
- Spring, 2013: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain a 75 for those students performing below target.

**Mathematics**

- September, 2012: Small group instruction will be provided to those 11<sup>th</sup> grade students whose assessed need requires targeted instruction.
- Fall, 2012: Use data gathered from item analyses of New York State Mathematics Regents questions and predictive and progress testing to pinpoint strengths and areas of need for individual students.
- Fall, 2012: Teachers will design and incorporate Regents-like tasks into instruction to build familiarity with the construct of the examination.
- Fall, 2012: Teachers will use a systemic rubric that mirrors the rubric provided by New York State on the Mathematics Regents Examinations to evaluate student performance and progress.
- Spring, 2013: Differentiation by assessed need and targeted instructional focus will result in increased academic support and coaching to attain an 80 on a math Regents and/or meet with success in Algebra II/ Trigonometry for those students performing below target.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I and Focus and Priority Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The costs of the College Readiness Initiative are met through the school's regular budget which has been supplemented by additional funds added to Galaxy.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Data used to determine this goal has come from a thorough analysis of the most recent New York City Department of Education Progress Report 2011-2012.

**Tenet # 4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X  4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To deepen students’ engagement with activities reflective of the Common Core Learning Standards (CCLS) and to ensure that all students are on track to graduating ready for college and careers.

**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,**

School leaders and teachers collect data leading to the development of instructional plans that are aligned to the Common Core Learning Standard (CCLS) for groups of students that capture current levels of student achievement and provide a clear and timely path for progress and growth. A significant change this year is the transition from semesters to trimesters in order to provide students with additional opportunities to earn academic credits. Correlations with Thoughtful Education Teacher Effectiveness Framework:

Dimension: Deepening and Reinforcing Learning

7.2: Assigns regular content based writing/speaking tasks

7.6: Uses a variety of resources

7.7 Provides opportunities to process learning deeply

Dimension: A Culture of Thinking and Learning

4.1 Helps students develop skills for reading rigorous texts

4.2 Engages students in higher-order thinking

4.5 Encourages discussion, dialogue, debate

4.8 Encourages students to use strategies on their own

Dimension: Applying Learning

8.2 Requires students to transfer learning

8.3 Develops writing tasks that promote college and career readiness

8.5 Challenges students to present and defend ideas

8.6 Helps students analyze and address task demands

**b) key personnel and other resources used to implement these strategies/activities,**

Staffing will include principal, assistant principal, teacher leaders, and appropriate staff members/consultants from the CUNY School Support Organization.

**c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

Revised curriculum maps in *ATLAS Rubicon* will reflect unit plans that reflect: School-Wide Writing Rubric; School-Wide Speaking Rubric; and Student work. In addition, minutes of team meetings and Parent Newsletters/outreach are monitored for efficacy.

- Principal will schedule and conduct a faculty conference to maintain awareness and understanding of the new metrics to High School Progress Reports as they relate to College Preparatory Course Index, College Readiness Index and College Enrollment Rate.
- Conduct gap analysis between current state and desired alignment to CCLS.
- Assess school-wide argument-writing rubric.
- Adopt school-wide argument-speaking rubric.
- Teacher teams meet weekly to review student writing/speaking.
- Teacher teams will design tasks and units that incorporate CCLS.
- Parent newsletters, Parent Association meetings will included Common Core focus and a “You can help by . . .” feature.

d) timeline for implementation

**Budget and resource alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I and Priority and Focus Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The costs of the CCLS initiative are met by the school's regular budget which has been supplemented by additional funds added to Galaxy.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Data used to determine this goal has come from a thorough analysis of the most recent New York City Department of Education Progress Report 2011-2012.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. 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 80% in three years.

### **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,

Teachers use summative and formative assessments including screening progress monitoring and interim measures. Teachers also use outcome measures to develop highly dynamic and responsive plans based on individual students' strengths and needs. In addition, teachers use a wide variety of relevant data sources to create lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. Teachers provide frequent and relevant feedback to students based on the analysis of timely data and students then use the feedback so that they can reflect, adjust and assess their own individual progress.

b) key personnel and other resources used to implement these strategies/activities,

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.

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

By June, 2012, at least 65% of students in each cohort will have met their educational goals as agreed to by the student, parent and Pupil Personnel Team. The result will be an increase of 5% (68.9%) to the 2013 graduation rate, compared with an average of 63.9% in 2012.

d) **timeline for implementation.**

#### **August, 2012 – January, 2013**

- Students were programmed according to academic progress made during the 2011-2012 school year and credits earned during the summer of 2012. 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 in January 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 trimester grades are recorded.

#### **February – May, 2013**

- 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 completed trimesters.

- 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 – August, 2013**

- Transcripts are reviewed and certified for those students who are on-track for graduation.
- During Regents Week in June 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 trimester grades are recorded. Students are then promoted or graduated.
- Students who require summer school are appropriately programmed.
- During Regents Week in August 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 summer grades are recorded. Students are then promoted or graduated.

Improvement in completion of Regents Examinations with passing scores that reflect CUNY College Readiness Standards and credit accumulation.

**Budget and resource alignment**

- Indicate your school's Title I status: x School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants    x Other-describe here: Title I and Focus and Priority Funds

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All staffing and per session funding for this initiative comes from the school's regular budget which has been supplemented by additional funds added to Galaxy.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Data used to determine this goal has come from a thorough analysis of the most recent New York City Department of Education Progress Report 2011-2012.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

X  
 6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To implement a system to track post-graduation college performance, particularly for those students outside the CUNY system, with an emphasis on persistence.

- Guidance counselors and college liaison collectively pursue and gather graduate information and data via phone, Face book and e-mail.
- Anecdotal data collated from phone calls and emails will be compiled by administrators and pupil personnel staff in a digital platform.
- Administration, guidance, staff and college partners will have access to web-based data tracking students' college experience.
- CVER will be consulted to ensure verified and confirmed status of graduates.
- Graduates will be invited to participate in reunion opportunities during which surveys will be administered.

100% of HSAII graduates will be tracked via:

- Anecdotal logs of conversations with graduates;
- Survey responses;
- National clearinghouse data; and,
- Insights drawn from focus group meetings.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The costs of the CCLS initiative are met by the school's regular budget which has been supplemented by additional funds added to Galaxy.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Repeated readings Read aloud	Small group and one-on-one	Before and after school
	Online and computer-adaptive enrichment	Use of technology	During school, after
Mathematics	Before and after school tutorials in Math with specific focus on the CCLS.	All at risk students; small group instruction.  -small group instruction to at risk students	-After school and early morning  -During the school day
Science	Hands-on modeling of concepts	Co-taught classes	During school
	Integrated math and science instruction	Small group and one-on-one tutoring	During & after school
Social Studies	Literacy reinforcement through repeated readings, group study	Small group	Literacy reinforcement through repeated readings, group study
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	- counselor on site	-Whenever necessary or recommended by teacher or parent. -Whenever recommended by teacher or parent.	-During the school day

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All teachers at HSAll are currently Highly Qualified.

Every effort is made to support new teachers and promote the appropriate professional growth required to teach in a modern classroom.

School-wide and differentiated professional development opportunities are provided to help teachers meet school goals, individual professional goals and work appropriately with all students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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; and,
- 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 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 1<sup>st</sup> 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; and,
- 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, family 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 Learning Standards;
- offering high quality instruction in all content areas; and,
- 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 1<sup>st</sup> 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; and,
- 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; and,
- 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; and,
- 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; and,
- 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; and,
- always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Dennis Sanchez</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>299</b>
School Name <b>HS for Arts, Imagination &amp; Inquiry</b>			

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

Principal <b>Stephen Noonan</b>	Assistant Principal <b>Jaimee Fischer</b>
Coach	Coach
ESL Teacher <b>Gregory Andronica</b>	Guidance Counselor <b>Graham Bazikian</b>
Teacher/Subject Area <b>Omatee Santos, English Teacher</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Monserate Felicier</b>
Related Service Provider <b>Erika Klein</b>	Other <b>Christopher Yarmy, AP</b>
Network Leader <b>Dennis Sanchez</b>	Other <b>Michael Steele, CUNY</b>

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

### D. School Demographics

Total number of students in school	<b>440</b>	Total Number of ELLs	<b>70</b>	ELLs as share of total student population (%)	<b>15.91%</b>
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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 (HSAII), 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 HSAII. 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 type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>														0
<b>Total</b>	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
<b>TOTAL</b>	<b>0</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>13</b>	<b>65</b>								

## 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**

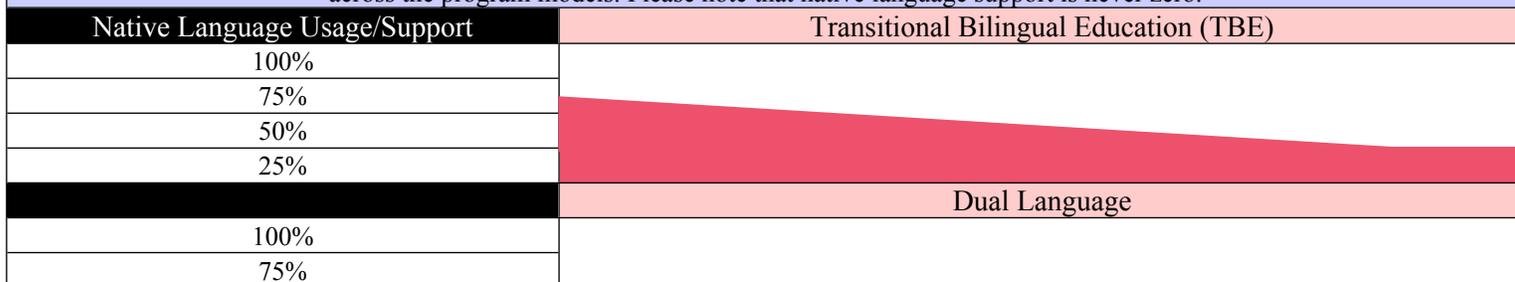
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**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. HSII 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 individuated 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 HSII 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 HSII 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.

17. We currently do not offer any language electives in our school. Our goal is to offer Spanish as a foreign language again in the 2012-13 school year as well as a Native Language Arts class in Spanish.

### 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 HSAIL 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.

### 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 HSAIL 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 HSAIL 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. HSAIL 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 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>B</b>										574			
	<b>I</b>										632		660	702
	<b>A</b>										697	694	711	716
	<b>P</b>										752	732	743	765
	<b>B</b>										617			641

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>										665	681	695	676
	<b>A</b>										694	713	735	721
	<b>P</b>													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**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	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry	4		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		0	
Living Environment	22		10	
Physics				
Global History and Geography	26		8	
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**

- 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 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 are asked in their teacher teams to create individual plans to help those students who may have data that is off from the norm. For instance, a student who struggles orally, will get extra focus on that aspect of their learning.
  - c. The school has learned that more intensive immersion in one's new language has yielded best results. Conversation skills have shown a trend to develop only after written skills have been established. Language is used in the ESL classroom during certain exercises. In these instances native speakers are grouped together so that they may share mutual experiences in their native languages and report back to rest of the class in English.
5. N/A
6. The HSAIL ESL expectation is that each ELL will increase at least one proficiency level during the school year. If this goal is not met then we look at the raw score data and plan accordingly for that individual student by looking at the areas in which they were most challenged.

### 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

<b>School Name:</b> <u>HS for Arts, Imagination &amp; Inquiry</u>		<b>School DBN:</b> <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
Monserrate Felicier	Parent Coordinator		10/17/11

**School Name: HS for Arts, Imagination & Inquiry**

**School DBN: 03m299**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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
Michael Steele	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 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 03M299      **School Name:** HS for Arts, Imagination & 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**

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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.

By 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, over twenty 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 (SLT) and Parent Association (PA) 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 provided through other New York City Department of Education (DOE) 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 Chancellor's Regulations A-663, information regarding translation services is provided to families through mailings, upon interviews with guidance counselors, school secretaries, parent coordinator or administrators, or other school-based personnel.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: HS Arts Imag. Inq.	DBN: 03M299
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

### 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: Beginning in February, 2013, there will be a variety of after-school and Saturday classes offered to our ELL students. There will be three credit recovery sessions; one in March and another in April and May. There will also be a Saturday SAT preparation class and Saturday Regents prep classes.

The first academic intervention services session is offered all Saturday's in March in Integrated Algebra, US History and Global Studies from 9:00 am- 2:00 pm. The session will take place over the Spring vacation. At this time, an English session will be offered from 9:00 am- 3:00 pm. In April and May, as will Living Environment, Global and US History. Beginning on May 11, 2013, regents preparation classes will be offered every Saturday in English, Global and US History, Integrated Algebra, Geometry, and Chemistry. The classes run from 9:00 am- 12:30 pm.

These classes will have no more than 20 students at one time and the ELL teacher will work with the General Education teacher to ensure that students individual needs are being met. There will be two certified teachers in each classroom; one with a subject area licensense and the other with an ELL license. The ELL teacher will make sure there are translators and dictionaries available for student use, as well as regents exams in the native language of the student.

### 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: Our ELL teachers attend a variety of professional development sessions offered by the New York City Department of Education as well as CUNY, our and our CFN. Additionally, we take advantage of professional development opportunities offered by outside agencies. Each month at our faculty meeting, our ELL teacher turn-keys the information to the HSAII faculty. Since our ELL students are in all core content area subject classes, the General Education teachers often attend professional development sessions that focus on ELL teaching strategies. In the grade team meetings, the teachers share these best practices with their colleagues.

The grade teams meet weekly and each team and the topics vary from meeting to meeting. For example, at the next faculty meeting, we will discuss ELL strategies when reading for meaning. Last month, the focus was the importance of visual aids for ELL learners.

**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:

In order for our families to feel welcome at our school, we make it our priority to have translators for all parent meetings and school messenger calls. We encourage our families to attend our meetings and be a part of our school community and to this end we are offering English classes for parents. Our Parent Coordinator is working to schedule these sessions so parents can better communicate with the staff and take a more active role in their child's education so we can work together to help our students reach their potential. In addition, at the Parents' Association meetings, parents are asked to help make important school decisions ranging from the school uniform policy to fundraising opportunities

Our Parent Coordinator sends our mailings in a variety of languages inviting parents to attend the meetings. Additionally, school messenger goes out to all families in the native language, as well. Notices are sent home with the students and those notices are also distributed to parents when they visit the school. The monthly student calendars are mailed home as well to ensure that parents are informed regarding all student activities.

**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 (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>		

**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.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		