



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY

DBN (i.e. 01M001): 03M299

Principal: STEPHEN M. NOONAN

Principal Email: SNOONAN@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: ALAN DICHTER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Stephen M. Noonan	*Principal or Designee	
Christopher Ahearn	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Mary King	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Gregory Andronica	Member/ UFT	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 03M299

School Configuration (2013-14)

Grade Configuration	09,10,11,12	Total Enrollment	435	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	13	# SETSS	N/A	# Integrated Collaborative Teaching	59
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	12
# Foreign Language	15	# Dance	N/A	# CTE	24
School Composition (2012-13)					
% Title I Population	68.9%	% Attendance Rate			81.1%
% Free Lunch	80.9%	% Reduced Lunch			3.9%
% Limited English Proficient	11.1%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			39.6%
% Hispanic or Latino	57.1%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	2.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.8%
% Teaching with Fewer Than 3 Years of Experience	25.8%	Average Teacher Absences			4.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	75.2%	Mathematics Performance at levels 3 & 4			47.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			75.4%
6 Year Graduation Rate	64.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-2013 SCEP was drafted specifically to address the needs of our school as a member of the Focus District. It was an opportunity for the school community to review past data and anticipate outcomes that would ensure continued successful outcomes for all students while strategically addressing the needs of those students who had been identified through the Focus District designation.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas for improvement that we identified in the 2012-2013 SCEP were: Teacher Effectiveness; the four-year graduation rate; the ongoing implementation of CCLS across the school; the improvement of annual credit accumulation at each grade level; and, ensuring success at the post-secondary level for the school's graduates.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Barriers and challenges encountered while developing and implementing the school's 2012-2013 SCEP were primarily connected to ongoing personnel concerns that were ultimately resolved in the second half of the year. In addressing these personnel concerns we were aware that there were instructional issues in both mathematics and special education that could be addressed through strategic hiring.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The degree to which the school's 2012-2013 SCEP was successfully implemented was fairly high. Through scheduling and programmatic changes planned during the previous academic year, the changes were planned and implemented strategically in ways that supported academic and social emotional growth for all students. The resulting data confirmed that the actions taken in support of the SCEP goals were correct.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The most significant barriers and challenges in developing and implementing the school's 2012-2014 SCEP have been directly related to the overwhelming challenges that have accompanied the new Teacher Effectiveness, MOSL and Advance aspects of teacher evaluation. After a significant commitment of time and effort during Summer, 2013, administrative staff was still challenged to appropriately institute the new initiatives while continuously monitoring the needs of the students. To date, we feel that we have been successful at addressing the concerns of staff and all reporting requirements of the new systems.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The 2013-2014 student achievement targets for the identified sub-groups remain in mathematics. In addition to mathematics we have added science as an area for improvement.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate with staff and the community in a variety of ways. Through regular dissemination of instructional bulletins teachers are kept apprised of all expectations that are directly related to instruction. In addition expanded team structures have added an additional facet to the school's ongoing inquiry work. Both cohort and instructional teams meet regularly to plan the means by which student instructional goals can be met. Outreach to the community includes regular updates to families as well as monthly workshops on a variety of topics including CCLS, Special Education and a variety of timely topics directly related to the school-home partnership.			
Describe your theory of action at the core of your school's SCEP.			
My theory of action at the core of this school's SCEP is that only by regularly reviewing a variety of student data points can individual teachers and instructional teams make informed decisions about appropriate instruction for all students. As we continue to work to successfully reach the goals as delineated in the SCEP we are also working to			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy for executing my theory of action in the school's SCEP has been to address the structural challenges that have			

limited the way that members of staff were able to work to address issues with which they were concerned. By creating opportunities for expanded team meeting times and common planning, all members of staff have been able to work more closely to address the needs of the students.

List the key elements and other unique characteristics of your school's SCEP.

Key elements and unique elements of this SCEP include: the school's trimester program, an expanded-day schedule that has opportunities for students to participate in clubs and other learning opportunities;

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school has requested and received placement of an ATR assistant principal who is assisting with the implementation of the new initiatives as related to the new Teacher Effectiveness, MOSL and Advance aspects of teacher evaluation. It is anticipated that this placement will remain in effect until the end of the current school year.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Review Type:	Quality Review	Year:	2012	Page Number:	6	HEDI Rating:	n/a
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

NA	2.2 School leader’s vision	x	2.3 Systems and structures for school development
NA	2.4 School leader’s use of resources	NA	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

To improve teacher practice through the use of the Danielson Teacher Effectiveness Rubric, newly implemented 2013-2014. School leaders will effectively use evidence-based systems.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ Strategies/activities that encompass the needs of identified 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.

1.

▪ Key personnel and other resources used to implement each strategy/activity

1. Staffing will include principal, assistant principal, teacher leaders

▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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.

6.

▪ **Timeline for implementation and completion including start and end dates**

October, 2013:

Teachers Complete Teacher Self Assessment and commit to a dimension related to the Teacher Effectiveness framework in which they will grow professionally in 2013-2014

Ongoing 2013-2014:

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

1.

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

These teacher teams will be using daily common planning time to facilitate the work. Units will be developed, review and revised by November 15, 2013. The first group of teachers will execute their units and come back to the team with student work in January 2014 for assessment of effectiveness, the recommendations for improvement on unit plans will be utilized to create and execute the second set of unit plans. By May 2014, Pre, post and benchmark assessments will be used to evaluate the effectiveness of the second set of unit plans

1. Our partnership with CUNY as the Curriculum and Staff Developers support our distributive leadership development process by providing coaches and mentoring.
2. Contracted literacy coach will work with grade team leaders and humanities teachers to support the design and implementation of interdisciplinary units and enhancements to curriculum.
3. Time is allocated weekly for teachers to plan in grade teams.
4. Agendas will be created so departments have opportunities to engage in curriculum revisions, paying particular attention to increased opportunities for the use of technology.
5. Professional development time will be allocated to topics around designing, and analyzing interdisciplinary units.
6. Grade Team Leaders will utilize extended day to support this work.
7. Teachers in all departments will utilize extended day to engage in this work

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

NA	PF AIS	NA	PF CTE	NA	PF College & Career Readiness	NA	PF Common Core
NA	PF ELT	NA	PF Inquiry Teams	X	PF NYS Standards and Assessments	NA	PF Parent Engagement
NA	PF Positive Behavioral Management Programs			x	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Review Type:	Quality Review	Year:	2012	Page Number:	10	HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

NA	3.2 Enact curriculum	NA	3.3 Units and lesson plans
NA	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified 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, 2014, 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, 2014, 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 each strategy/activity

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

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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.

1.

D. Timeline for implementation and completion including start and end dates

ELA

- September, 2013: 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, 2013: Teachers will use Regents-like tasks during instruction to build familiarity with the construct of the examinations.
- Fall, 2013: 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, 2014: 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, 2013: Small group instruction will be provided to those 11th grade students whose assessed need requires targeted instruction.
- Fall, 2013: 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, 2013: Teachers will design and incorporate Regents-like tasks into instruction to build familiarity with the construct of the examination.
- Fall, 2013: 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, 2014: 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.

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Our partnership with CUNY supports our distributive leadership development process by providing coaches and mentoring
2. Contracted literacy coach will work with humanities teachers to support the design and implementation of interdisciplinary units and enhancements to curriculum.
3. Professional development time will be allocated to topics around designing, and analyzing interdisciplinary units
4. Grade Team Leaders will utilize extended day to support this work
5. Humanities teachers will utilize extended day to engage in this work

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

NA	PF Set Aside	x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

xx	PF AIS	NA	PF CTE	NA	PF College & Career Readiness	NA	PF Common Core
NA	PF ELT	NA	PF Inquiry Teams	x	PF NYS Standards and Assessments	NA	PF Parent Engagement
NA	PF Positive Behavioral Management Programs	NA	PF RTI	x	PF Supporting Great Teachers & Leaders		

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Review Type: Quality Review	Year: 2012	Page Number: 5	HEDI Rating: N/A
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

NA	4.2 Instructional practices and strategies	NA	4.3 Comprehensive plans for teaching
NA	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified 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 Danielson Framework:

B. Key personnel and other resources used to implement each strategy/activity

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

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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.

1. 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.
2. Conduct gap analysis between current state and desired alignment to CCLS.
3. Assess school-wide argument-writing rubric.
4. Adopt school-wide argument-speaking rubric.
5. Teacher teams meet weekly to review student writing/speaking.
6. Teacher teams will design tasks and units that incorporate CCLS.
7. Parent newsletters, Parent Association meetings will included Common Core focus and a "You can help by . . ." feature.

D. Timeline for implementation and completion including start and end dates

1. JUNE 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Contracted literacy coach will work with humanities teachers to support the design and implementation of interdisciplinary units and enhancements to curriculum.
2. Professional development time will be allocated to topics around designing and analyzing interdisciplinary units
3. Grade Team Leaders will utilize extended day to support this work

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

NA	PF AIS	NA	PF CTE	NA	PF College & Career Readiness	x	PF Common Core
NA	PF ELT	NA	PF Inquiry Teams	x	PF NYS Standards and Assessments	NA	PF Parent Engagement
NA	PF Positive Behavioral Management Programs	NA	PF RTI	x	PF Supporting Great Teachers & Leaders		

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Review Type:	Quality Review	Year:	2012	Page Number:	7	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

x	5.2 Systems and partnerships	NA	5.3 Vision for social and emotional developmental health
NA	5.4 Safety	NA	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified 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.

1.

B. Key personnel and other resources used to implement each strategy/activity

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.

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

By June, 2014, 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.

1.

D. Timeline for implementation and completion including start and end dates

August 2013 – January 2014

- 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, 2014

- 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, 2014

- 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.

- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teacher advisors will print progress reports, report cards, and transcripts to be backpacked and mailed to homes.
 2. Purchase and use of TeachBoostx
 3. Pupil Path login letters will be distributed at Curriculum Night, Parent Conferences and College and Career events.
 4. The Parent Involvement Team is open to any member of the community and will meet monthly before the scheduled PTA meetings
 5. School Messenger updated daily

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

NA	PF AIS	NA	PF CTE	NA	PF College & Career Readiness	NA	PF Common Core
NA	PF ELT	NA	PF Inquiry Teams	NA	PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs	NA	PF RTI	NA	PF Supporting Great Teachers & Leaders		

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Review Type:	QualityReview	Year:	2012	Page Number:	9	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment	NA	6.3 Reciprocal communication
NA	6.4 Partnerships and responsibilities	NA	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) 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.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Guidance counselors and college liaison collectively pursue and gather graduate information and data via phone, Face book and e-mail.
2. Anecdotal data collated from phone calls and emails will be compiled by administrators and pupil personnel staff in a digital platform.
3. Administration, guidance, staff and college partners will have access to web-based data tracking students' college experience.

4. CVER will be consulted to ensure verified and confirmed status of graduates.
5. Graduates will be invited to participate in reunion opportunities during which surveys will be administered.

B. Key personnel and other resources used to implement each strategy/activity

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.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

By June, 2014, 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.
1.

D. Timeline for implementation and completion including start and end dates

1. JUNE 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Parent Meetings – Curriculum Night, School Leadership Team meeting, Parent Association meeting, Parent teacher conferences
2. Parent and SLT meetings - Progress to Graduation meeting with students and families, School Leadership Team meeting, Parent Association meetings
3. Parent Engagement activities – Evening / Saturday Parent Workshops, Parent Association Meetings, School Leadership Team Meetings
4. Parent and SLT meetings - Progress to Graduation meeting with students and families, School Leadership Team meeting, Parent Association meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	NA	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

NA	PF AIS	NA	PF CTE	NA	PF College & Career Readiness	NA	PF Common Core
NA	PF ELT	NA	PF Inquiry Teams	NA	PF NYS Standards and Assessments	x	PF Parent Engagement
NA	PF Positive Behavioral Management Programs			NA	PF RTI	NA	PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 Online and computer-adaptive enrichment	Small group and one-on-one Use of technology	Before and after school 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 Integrated math and science instruction	Co-taught classes Small group and one-on-one tutoring	During school 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

**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
x	School Wide Program (SWP)	NA	Targeted Assistance (TA) Schools	NA	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Many new teachers hired participate in either the Teach for America program or the Teaching Fellows Program. These programs enroll new teachers into a master's degree program which must be completed within five years of being hired by the New York City Department of Education. The master's degree ensures that the teachers are deemed highly qualified by the State of New York. Teachers are also paired with a more senior teacher on staff who offers advice on improving lesson plans and presentation of those plans to their students. They will be working with consultants from Generation Next to help provide development, content, planning and instructional support and mentoring services.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Professional developments are developed based on the interest and areas of improvement of teachers. All teachers are provided with orientation information about school and district that includes the name and duties of staff members, administrative procedures, curriculum and community. In addition, teachers discuss, evaluate, and analyze data across content area and create an action plan based on findings. Finally, networking with community based organizations to develop and provide training for all staff members on a continued basis.
- Strategies utilized for the stated goal (accountable talk) would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings, training paraprofessionals, and pairing new teachers with the most experienced ones.
- Strategies utilized for the stated goal would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings, training paraprofessionals, and pairing new teachers with the most experienced ones. Teachers can also have discussion on evaluating and analyzing particular students' academics and behavior through Critical Friends Group. Students can be invited as well as parent/ guardian to these discussions to discuss such findings and create an action plan. The action plan would focus on strategies in helping the student improve his or her grades and/or behavior.

Strategies to recruit and retain teachers include workshops, training for teachers during professional development hour once a week for an hour (to be included in School Bell Schedule), mentoring/team teaching, e-mailing staff about resources, and sending staff on outside professional development to observe other school's best practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Uniforms and school supplies are provided at no cost to Students in Temporary Housing. A teacher of peer mediation techniques, were hired to work with students to teach alternate methods of how to deal with negative and angry feelings.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All teachers are members of a grade team and a content area team. The grade teams, led by grade team leaders, meet every day during a common planning time and content area teams meet once every two weeks. During these meetings, teachers discuss instruction and the assessments that help inform their next steps. Through these conversations, examination of student work and review of instructional strategies, the teachers decide on and work with a set of assessment tools. Professional development around this work is provided to full staff once a month and once a week with grade teams.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 299
School Name HS for Arts, Imagination and Inquiry		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Stephen Noonan	Assistant Principal Jaimee Fischer
Coach type here	Coach type here
ESL Teacher Gregory Andronica	Guidance Counselor Amanda Fisher
Teacher/Subject Area Omatee Santos, Eng/ESL	Parent Terry Davis
Teacher/Subject Area Jeffrey Ellis-Lee/ SS	Parent Coordinator Monsie Felicier
Related Service Provider Erika Klein/Social Worker	Other Chris Yarmy, Assistant Princip
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	421	Total number of ELLs	59	ELLs as share of total student population (%)	14.01%
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Part II: 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 checked="" 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										20	16	11	12	59
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	20	16	11	12	59

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	19
SIFE	12	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	16

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	3	4	18	8	4	16	1	11	59
Total	25	3	4	18	8	4	16	1	11	59

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	11	5	5	38
Chinese														0
Russian										1				1
Bengali											1			1
Urdu														0
Arabic											1			1
Haitian										1		1		2
French										1	1	1	6	9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2	2	1	5
TOTAL	0	0	0	0	0	0	0	0	0	20	16	9	12	57

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
All ELL students take the ELL Periodic Assessment Exams each September to provide baseline information. The data shows that most of our ELL students more greatly challenged when communicating in written form. Additionally, the data clearly shows that our ELLs are more adept at speaking and listening than reading than writing. Comprehension levels varied to a great extent and no clear pattern emerged, except that the comprehension scores improved during subsequent sittings of the exam. In consultation with the ELL teacher, content area teachers are guided as to how to help students meet academic expectations and meet state standards. The ELL teacher also provides information on additional support that will benefit the students based on the areas of strength and deficiency.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Similar results have been corroborated by the NYSESLAT and LAB-R results. The LAB-R results show where students strengths are and this data is used to differentiate and program students so their individual needs are met.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The trend of the nyseslat results appear to be that our students have the most difficulty writing. With this in mind, there is a written component to all instructional assessments. Our students also struggle with reading and across all content areas, the students have ample opportunities to improve their reading skills. All teachers use a interdisciplinary approach and our English department conducts professional development sessions with the staff that focus on new strategies and research.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
All content area teachers teach in a way that they are building students' language skills. Teachers use a variety of tools such as visuals and annotated text. Teachers design projects that allow for student choice which enable them to select very accessible assignments that are developed around that student's particuar culture. Often, students are encouraged to complete such projects in both English and the student's native language. The components of such projects are often both oral and written and students are supported to deliver these components as they develop their English language skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The HSAII 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. Our procedure for accommodating parents and students who speak another language during the intake process involves using a staff member who speaks the native language of the incoming family or else we use the translation service provided by the DoE either in person or over the phone. 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 NYSITELL (New LAB-R). If the student is unable to understand the ELL teacher, who only speaks English, we have a pedagogue who speaks that students language translate. If we do not have a pedagogue who speaks the same language as the student, we arrange for a translator to come in. The new NYSITELL (New LAB-R) is then administered within the first ten days of arrival and the results determine the current level of ESL. The pedagogue responsible for administering the NYSITELL is the ELL teacher who 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. At this point a reference is made to these parents to other schools where their program of choice is offered. 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. Spanish speaking ELLs are administered the Spanish LAB.
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.
When the parent completes the program selection form, all three ELL program options are explained by the certified ELL teacher. If the parent does not understand English, we have a bilingual pedagogue translate or we use the translation services. The parent/s then 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 at a time that is convenient for the family. The parent/s meet with the licensed ESL teacher and parent coordinator who provide (via translator, if necessary) additional information about the program options as well as a status on the numbers of families requesting the bilingual and dual language program option. If a dual language or bilingual program becomes available, the parents who indicated that choice will all receive letters in the mail in the native language as well as phone calls home in their native language informing them of a meeting at the school where they will receive more information about the new program. If we cannot reach the parent on the phone, our attendance teacher will hand deliver the letter to ensure that it has been received.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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 and the parent survey. The home language identification survey is administered and the entitlement letters are distributed and mailed home. Copies of the entitlement letters are kept on file in the ELL binder with the Assistant Principal. In this ELL binder are also the parent selection forms and parent survey, orientation letters that were mailed home, sign in sheets and agenda from those sessions. 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. 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.

High School for Arts, Imagination and Inquiry currently offers a freestanding ESL program. If 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 to utilize the translation services immediately via telephone or in person, by appointment. The placement letters are mailed home to each family. A copy of this letter is kept in the ELL binder in the office of the Assistant Principal. Entitlement letters and continued entitlement letters are mailed home as well, with copies on file with the AP. All letters are sent in the native language of the family. If the letter is returned due to an incorrect address or there is any other indication that the family may not have received the letter, the attendance teacher will hand deliver the document. If the family is not home at the time of his visit, he will speak with the superintendent of the building to confirm that the family is living at that address. If it is confirmed that the family does reside there, he will leave the documentation in their mailbox. If the family does not live there, we will follow up with the student to update our records.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. A schedule is created by the ELL teacher and AP to ensure that all students are tested by the ELL teacher within the time allowed. The ELL teachers administer all four components of the exam. The ELL teacher pulls the students from non-major academic classes so he can conduct the speaking portion of the exam. The listening, writing and reading portions are administered in the ELL class. Once one component is administered, the ELL teacher generates a list of those students who were absent during the administration. Those students are then tested after school or during a non-major class when the ELL teacher is not teaching. 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.

6. 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.) 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. 
- 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. We keep chart where we tally the requests made by families each year and the Assistant Principal reviews them for patterns in program requests. For the past three years, the trend has been a freestanding ELL program, as is evidenced by the overwhelming requests for freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- II 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. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 skill 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 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. In these programs, the students use dictionaries and translators. The teachers also have information translated in the student's native language. We have also ordered native language content books so we can start our own native language library. Based on the discussions at the grade level teams, the teachers collaborate and share units they will be starting. The ESL teacher then uses readings about those topics in his ELL classes to teach various reading strategies. It is for this purpose that the team meeting time is so valuable. When possible, the ESL lessons are taught using an interdisciplinary approach.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are tasked and assessed regularly in all four language acquisition modalities. Teachers regularly analyze and interpret this data which they then use to inform their lesson design and to more appropriately differentiate specifically for each of their ELL students. For instance, if a teacher detects through their assessments that a particular student is reading at a level where that teacher had determined to be appropriate, but is struggling with listening skills, then targeted assignments for that student will be given in the area of listening comprehension. This pattern should persist over time so that the student will eventually reach a

balanced level of competency in all four language modalities. Additionally, these students are subject to the standard periodic assessments given to the entire student body, but ESL teachers are to use these more general written, reading and listening assessments as further data for this process.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a. SIFE Students: There are 14 students at HSAII 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. In the content areas classes, these students are provided with translators and dictionaries. They are also provided with a thesaurus comprised of words used in that subject area with visual aids.

b. Newcomer Students: There are 24 students attending HSAII 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. These students are programmed for the mandated minutes of ESL instruction first and the rest of the program is built around that mandate.

c. 4 to 6 Year ELLS: There are 16 students at HSAII 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. The item analysis from the periodic assessment is a useful tool in identifying patterns in students needs. If it is found that they are not improving, they are then referred to the Pupil Personnel team for further evaluation. The results of the Nyseslat from the past 4-6 years are reviewed by the ELL teacher. The teacher looks for patterns and trends and makes instructional decisions based on the areas of deficiency. In the classroom, the teacher has different activities designed to focus on each of the 4 modalities. Students are given assignments based on their area of weakness as per the nyseslat.

d. Long Term ELLS: There are currently 25 students at HSAII 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 III program. The ESL teacher works with the Special Education teacher to ensure that the appropriate modifications are made as per the Individualized Education Plan. In order to differentiate instruction within the ELL class, the students are grouped heterogeneously and homogeneously.

7. 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?

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. Additionally, we are researching ways to provide push in services to these students for the upcoming second term of the current school year. The school ensures the ELL-SWDs who have IEPs that mandate ESL

instruction by having grade team meetings where both the SpEd teacher and the ESL teacher are present. During these allotted meetings the IEPs are reviewed and updated when necessary.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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. Students are mainstreamed for all periods in which they are not mandated for additional services.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

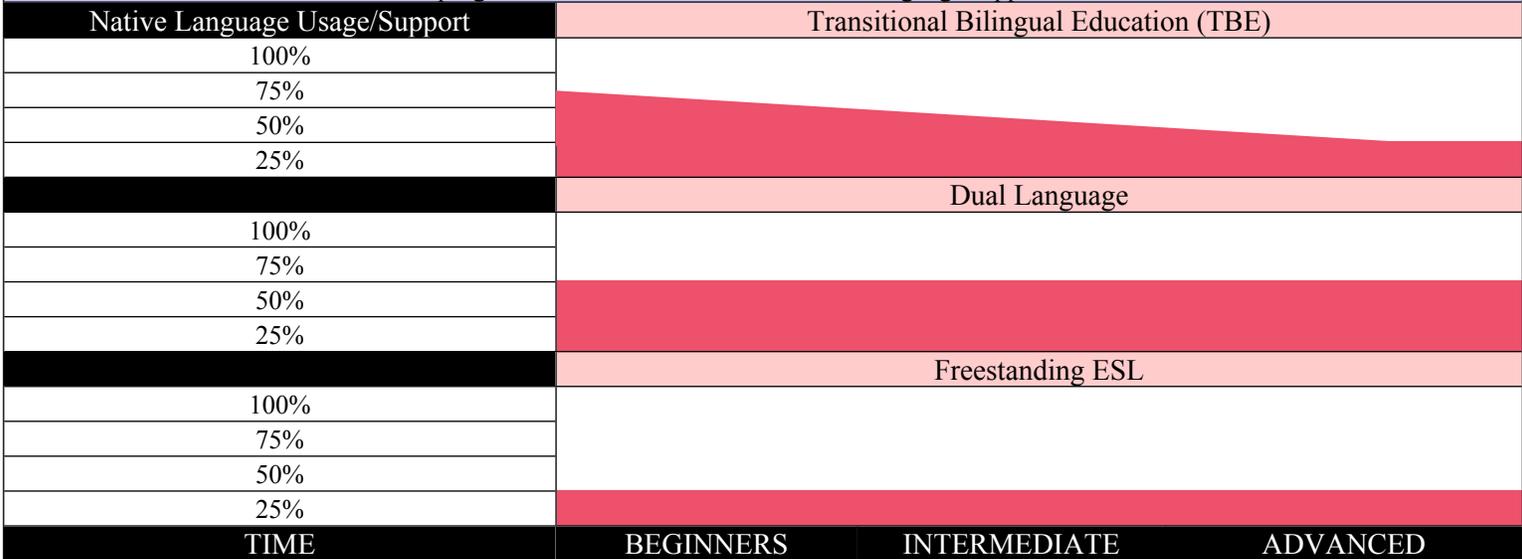
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

9. 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.

The ELL teacher creates a thesaurus of topical words for each subject area. The students can refer to these synonyms and visual aids in each class. We have ordered native language content area textbooks for our ELL students. The books are stored in the ELL library and students can use them as needed. We have ordered books that can be used in Science classes, Math classes, English classes and Social Studies classes. Students are often paired with a peer who speaks the same language so this student can help translate material, if necessary.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The push in model allows students to get support in their content area in context. The data supports our decision to move towards a full push in program instead of a pull out program that we had in previous years. In this way, ELL students have the benefit of a content teacher and an ESL teacher who can focus upon their particular needs in a co-teaching model every day. We have observed that our ELL students respond better to this format, and they have expressed that they are more comfortable having this extra focus available to them in class. The teachers are aware of which students are ELL's and what each student's current level of performance is as it helps them to scaffold the work.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. These programs are offered after school and on Saturdays. All of the extracurricular programs, in addition to helping students improve their skill sets in these athletic areas, foster conversations, which is beneficial for our ELL students. The more exposure they have to the English language, the faster they will increase their fluency.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. Rosetta Stone is available for our beginner ELL's. We are currently researching additional computer programs such as Destination Math, Achieve 3000, Award Reading and My Access! 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. The technology that is available allows the students to conduct research to answer questions they may have about content material, in their native language.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support, and resources correspond to ELL's ages and grade levels. The native language textbooks are written for the content areas offered in various grades. The language used is grade appropriate and the visuals in the text help support the academic instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All students, including incoming freshmen, are provided with information about free summer ELL programs to better prepare them for the upcoming school year. When students register, they meet with the counselors and the parent coordinator who coordinates additional support services as needed. The counselors then follow up with the programs to make sure that students are on track.

18. What language electives are offered to ELLs?

We currently offer French as a language elective in our school. Our goal is to offer Spanish as a foreign language again in the 2014-15 school year as well as a Native Language Arts class in Spanish.

19. For schools with dual language programs:

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

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 HSAAI faculty. Some of the professional development sessions that our ELL teachers have attended in the 2012-13 school year have focused on topics such as, but not limited to task rotation, building academic vocabulary, scaffolding and assessment. The Assistant Principal attends professional development workshops offered through the CUNY partnership organization. The AP and ELL teacher turn key the information in team meetings, departmental meetings and faculty meetings so all staff members are current on ELL practices. In addition to in-house professional development sessions, the Guidance counselors also attend college workshops that focus on helping ELL students enter and succeed in college. Professional development sessions are held for all staff members bi-monthly. The topics vary but there is also a component on servicing ELL students. Meeting sra eheld every over Tuesday and every Thursday where staff members turn-key outside PD info. to their grade team and department teams. There are also 3 Chancellor's Conference days on November 5, 2013, Feb 3, 2014 and June 5, 2014 where all staf remains in-house for professional development sessions led by administrators.

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. Guidance counselors and college counselors attend woprkshops specific to meeting the needs of ELL students. Additionally, counselors have participated in PD sessions specific to immigration rights, scholarships and transition for students from other countries. All counselors receive training in evaluating foreign transcripts to ensure that ELL students are issued the appropriate amount of credits when they enter from other countries.

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.

4. ELL teachers attend a variety of professional development sessions on topics such as but not limited to ELL testing procedures, startegies to use in classes to ensure that students have multiple entry points to lessons, and data analysis. Records for all professional development sessions are kept on file with the payroll secretary.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents of students who are enrolled at HSII are invited to attend monthly Parent Association meetings. These meetings are facilitated by the Parent Coordinator and all parents/guardians are invited and encouraged to attend. Notification of the meetings is sent out via phone messenger in the home language of the family as well as via monthly mailings. In addition to discussing issues related specifically to HSII such as dress code/uniform policy, grading policy etc. the parents brainstorm additional parent meeting topics. All guardians are invited to attend workshops where they can learn about graduation requirements, ARIS and Regents Examinations. Additionally, there have been Cyber bullying workshops and information sessions on getting your child into college and completing the financial aid forms. Other topics for the January monthly meeting is "How to Talk So Kids Will Listen". Previous month meetings discuss introductions to partnerships at HSII as well as immigration specialists who meet with students and parents. Parent/Student translators are made available for all such events.
 2. HSII works in partnership with Lincoln Center Education. 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. We are also partnered with Urban Arts, which provides regents prep courses for students as well as after-school tutoring and extra curricular activities such as photography, hip-hop dance, visual arts and music production. Other components of this partnership include a student mentoring program as well as arts integration in the classes to help make curricula connections.
 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: HSAII

School DBN: 03M299

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen Noonan	Principal		1/2/14
Jaimee Fischer	Assistant Principal		1/2/14
Monserrate Felicier	Parent Coordinator		1/2/14
Gregory Andronica	ESL Teacher		1/2/14
Terry Davis	Parent		1/2/14
Omatee Santos	Teacher/Subject Area		1/2/14
Paul Kelly	Teacher/Subject Area		1/2/14
	Coach		
	Coach		
Amanda Fisher	Guidance Counselor		1/2/14
Michael Steele	Network Leader		1/2/14
Christopher Yarmy	Other <u>Assistant Principal</u>		1/2/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **521**

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

Part A: Needs Assessment Findings

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

In order to determine our written language and interpretation needs we review the Home Language Survey, information on the emergency bluecards and data from ATS.

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.

A large majority of our families speak Spanish at home. We also have a significant French and Haitian Creole speaking population. Other languages of families at HSAll speak range from Arabic, Fulani, Wolof, Russian, Bengali and ASL. We have information on file in the main office and make sure support staff and counselors are aware of special needs so they can relay this information to teachers of students in their caseload.

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.

Standard mailings sent to parents are written in English and Spanish. We have translated versions of all required documentation such as military opt out letters, condom availability letters, lunch forms, citywide standards of intervention and discipline measures and similar forms in other native languages. Translations are done by staff members at our school and are also available via the DOE or through the translation unit. Report cards and progress reports can also be programmed to have information in the native language.

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 hire translators in Spanish, French and ASL through the translation and interpretation unit for parent teacher conferences. We also use school staff as interpreters when conducting parent outreach. Our phone messenger system currently provides messages in Spanish and English based on parent information on file in ATS. We also have staff members who speak French, Haitian Creole, Arabic and Russian.

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>.

Parents whose primary language is not English are provided with a translated version of the Bill of Parent Rights and Responsibilities. We also have signage in Spanish and French indicating translation services are available. We send out personal messages via phone or mail to parents in their native language if other than English and Spanish.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

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 licensure 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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 		

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">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		