



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

03M299

School Name:

HIGH SCHOOL FOR ARTS, IMAGINATION AND INQUIRY

Principal:

STEPHEN M. NOONAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Arts, Imagination and Inquiry School Number (DBN): 03M299
School Level: 9-12 Grades Served: 9-12
School Address: 122 Amsterdam Avenue
Phone Number: 212-799-4064 Fax: 212-799-4171
School Contact Person: Stephen M. Noonan Email Address: snoonan@schools.nyc.gov
Principal: Stephen Noonan
UFT Chapter Leader: James Caracciolo
Parents' Association President: Allyson Davis
School Leadership Team Chairperson: German Figueroa
Student Representative(s): German Figueroa, Nijhelle Maxwell

District Information

District: 03 Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue, New York, New York 10001
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: CFN521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephen M. Noonan	*Principal or Designee	
James Caracciolo	*UFT Chapter Leader or Designee	
Allyson Davis	*PA/PTA President or Designated Co-President	
Mary King	DC 37 Representative, if applicable	
German Figueroa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Terry Davis	Member/ PA	
Greg Andronica	Member/ UFT	
Nijhelle Maxwell	Member/ Student	
Miriam Blanco	Member/ PA	
Sarah Suarez	Member/PA	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school's mission is to provide all students with the opportunity to go to and succeed in college. We must provide students with a rigorous advanced curriculum at every grade level to ensure their preparedness to take college classes. HSAII's structure for improvement seeks to provide students and teachers with the necessary supports to achieve the common mission of the school. In order to accomplish this, school structures focus on strengthening the instructional core to create a culture that promotes students to think like college students and problem-solve like professionals in the workplace. The following highlights HSAII's structures for improvement:

College Readiness Structures:

- At Home in College Support Classes embedded in the academic day provide students with time and support to complete college course work, develop time management skills, and form study groups.
- All freshman classes are programmed for a College Readiness class which utilizes the Why Try? Curriculum which addresses life skills, personal management, conflict resolution, task prioritizing and time management techniques.

Skills Mapping

- Skills Mapping is a process that begins with industry partners but ultimately involves the collaborative efforts of both high school and college leadership and faculty. The process will likely challenge some of the existing offerings, sequences and prerequisites. The result will be a comprehensive program that underscores the best opportunities for students to master the full range of skills they will require, whether it is in a high school or college classroom, or at the workplace.

Career Readiness Structures:

- Some of our students attend COOP-Tech where they study engineering, culinary, electrical and nursing.
- We schedule regular trips to ACCES-VR (Adult Career and Continuing Education Services –Vocational Rehabilitation) which provides career services to disadvantaged students for the rest of their lives.

Teacher Feedback Structures:

- **Inter-Visitations:** Teachers coordinate and lead departmental and inter-visitations as well as inter-departmental visitations through the SLC. They collaborate to establish protocols, develop tools, and decide on the specific lens with which to guide inter-visitations. All inter-visitations are Danielson aligned
- **Observations:** Teachers at HSAII begin the observation cycle, whether formal or informal, with a self-evaluation. When observations begin, conversations are grounded in evidence from low inference transcripts of class visits with the purpose of targeting areas for improvement.

Teacher Team Structures:

- **Common Planning:** HSAII strategically provides teachers with a period of daily common planning. Teachers use this time to meet in department and grade team meetings to engage in: inquiry work, skill gap/ data analysis, curriculum development, and sharing best practices.
- **Co-Teaching:** The co-teaching model at HSAII is unique because it is not limited to classes with a special education population. HSAII utilizes three different co-teaching models: simultaneous teaching where two teachers teach the same lesson to two smaller groups, lead teaching where one teacher

teachers and the supporting teacher assesses, and a blended learning model where one teacher leads the lesson while the second teacher facilitates learning using online tools.

- **Facilitators Meeting:** Weekly, Department and SLC facilitators meeting with administration to plan for the week and receive leadership coaching. Grade Team Leader meetings are scheduled twice a month, so that Team Leaders may have a chance to meet with admin and discuss team progress and strategies that may be implemented going forward.

Credit Accumulation:

- **Focused Credit Accumulation-** Data collected and interpreted by our teacher teams has been the driving force behind getting and keeping HSII students on track for graduation. Each teacher team is been directed to focus on lower achieving groups of students and what their specific needs are in the classroom. The Inquiry work that has been done with these groups has helped to ascertain why these particular students initially fell behind and to develop appropriate corrective measures that will fit the needs of each student. What has developed from these studies are practices like Saturday school, credit recovery, teacher PD in differentiation and lesson design and a more general raised awareness by staff and student alike as to where each particular student stands in credit accumulation.
- **Monitoring of Student Progress-** Guidance counselors and teacher teams regularly monitor every student's progress towards graduation and collect data that informs not only future programming but test prep, after school tutoring and lunch and learn sessions.
- **Trimester Schedule-** Comparison of data to our first year of using trimesters (school year 2012-13) has given us a trimester baseline year to which our inquiry work can compare credit accumulation progress for all of our students. We expect to see significantly increased credit accumulation by the end of this year. Our use of the first trimester as a skills based trimester has increased student engagement and success so far.

Attendance Structures:

- **Attendance Incentive Program:** Our yearly attendance to date is 84.2% overall which is a 1.7 % increase over last year's mark. This is in large part attributed to the success of our Attendance Incentive Program. Students are rewarded with incentives for consecutive days present and on time. The funding for this program is grant based.
- **Attendance Awards:** At school assemblies, planned by each grade team, awards are given to students for perfect attendance throughout each trimester.
- **Outreach:** School Messenger automatically calls home every day for each absent student. Teachers additionally use the School Messenger tool to conduct outreach for period lateness.

Overall, teachers' professional periods are used for academic team meetings and coaching. Our teacher teams are vehicles for monitoring and adjusting our instruction to meet our stated goals and the needs of every child. Every aspect of the school's program is monitored and revised continuously as we work for effective teacher practice to increase student development and achievement.

03M299 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	451
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	5	# SETSS	1
		# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
		# Drama	4
# Foreign Language	4	# Dance	N/A
		# CTE	1
School Composition (2013-14)			
% Title I Population	79.2%	% Attendance Rate	82.1%
% Free Lunch	79.3%	% Reduced Lunch	4.6%
% Limited English Proficient	13.8%	% Students with Disabilities	21.4%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	40.0%
% Hispanic or Latino	56.8%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White	2.1%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	7.66
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	65.1%	Mathematics Performance at levels 3 & 4	51.1%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	77.4%	% of 2nd year students who earned 10+ credits	69.2%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate	72.0%
6 Year Graduation Rate	74.7%		
Overall NYSED Accountability Status (2014-15)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	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	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	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	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
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		

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School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	451	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	5	# SETSS	1	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	79.2%	% Attendance Rate		82.1%
% Free Lunch	79.3%	% Reduced Lunch		4.6%
% Limited English Proficient	13.8%	% Students with Disabilities		21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		40.0%
% Hispanic or Latino	56.8%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	2.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.66
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	65.1%	Mathematics Performance at levels 3 & 4		51.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	77.4%	% of 2nd year students who earned 10+ credits		69.2%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		72.0%
6 Year Graduation Rate	74.7%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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			

03M299 School Information Sheet

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% White	2.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
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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
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6 Year Graduation Rate	74.7%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	P
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	P
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths:
 - The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work.
 - The entire staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.
- Needs:
 - The school and staff needs to continue to work on establishing systems and routines to analyze formative and summative data to inform classroom instruction.

The school and staff needs to continue to work on providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will improve pass rates of the Algebra I Regents exam by 3%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals	All Students	September 2014-June 2015	Principal, All Teachers
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment	All Staff	September 2014-June 2015	Principal
Instructional support of student progress such as tutorial and Regents prep will occur in all classes, Advisory, and during after-school and/or Saturday opportunities	All Students	September 2014-June 2015	Principal, All Teachers
Students will be supported by a variety of strategies including the use of binders, students agendas, Cornell Notes, Academic and Content Vocabulary, text annotation and close reading, Socratic Seminars, Project Based Learning and Common Core aligned units	All Students	September 2014-June 2015	Principal, All Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff will need time for participating in staff development, planning for implementation of strategies in instruction, providing tutorial for students, and supplemental instructional resources such as releases Regent exams and technology

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Teachers will select a mid-point benchmark (i.e. released Regents exam, teacher created assessment, NYCDOE benchmark assessment.)
- Selected benchmark will be administered and graded by the end of January 2015.
- Assessment results will be analyzed by entire staff to inform instructional decisions as part of the Cycle of Continuous Improvement.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths:
 - All students are assigned to an Advisory teacher who meets with them once a week.
 - Common lessons are used in all Advisory sections that focus on a variety of topics including Goal Setting, Organizational Skills, Problem Solving, Growth Mindset, Team Building.
- Needs:
 - The school and staff needs to continue to work on establish systems and routines to analyze trends in student attendance, tardies, red pass, detention and suspension data.
 - The school and staff needs to continue to work on identifying and addressing the behaviors that most commonly lead to red passes, detention, and suspensions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will demonstrate increased performance in academic rigor and pedagogy as measured by observation reports and snapshots centered on the Danielson Framework (rubrics) for teacher effectiveness.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school leader communicates school goals that are timely, transparent and available to all stake holders.	All Teachers	September 2014-June 2015	All Staff
School leaders encourage the staff to use systems that are dynamic, adaptive, interconnected and lead to the through analyses of outcomes.	All Teachers	September 2014-June 2015	All Staff
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..	All Teachers	September 2014-June 2015	All Staff
Teacher leaders and administrators engage in learning walks that build and support observational skills and a common language around instruction which also includes the <i>Capacities for Imaginative Learning</i> .	All Teachers	September 2014-June 2015	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff will need time for participating in staff development and analysis of student behavior data, planning for implementation of strategies, and providing behavior support structures for students,

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
<ul style="list-style-type: none"> • The staff will compile records and documentation including Attendance, Tardies, Red Pass, Detention, and Suspension data for the Fall 2014 semester. • In January 2015, the staff will review the documentation and identify the trends and behaviors that most commonly

lead to Red Pass, Detention, and Suspension

- The staff will determine the best strategies to support students who have received multiple red passes, detention, and suspensions to develop a plan to support students in making positive choices.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths:
 - The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work.
 - All new teachers are working with mentors in their content area.
 - The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.
- Needs:
 - The school needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
 - Teachers need to continue to participate in staff development opportunities in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will expand upon the school's structures for professional collaborations and inquiry to further enhance teachers' capacity and leadership

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.	All Staff	September 2014-June 2015	Principal
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.	All Staff	September 2014-June 2015	Principal
Teachers will be provided opportunities in building leadership capacity through professional development and collaboration.	All Staff	September 2014-June 2015	Principal
Teachers will be provided an opportunities to participate in classroom inter visitations.	All Staff	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff will need time for participating in staff development and leadership opportunities in addition to time for collaborating and planning implementation of instructional strategies.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- The staff will compile records and documentation including agenda and minutes from Accountable Communities meetings and other professional development opportunities.
- During one on one meetings with the principal, teachers will identify goals for their professional growth and a timeline for meeting their goals.

Teachers will reflect on their progress toward their professional goals

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths:
 - The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work.
 - The principal meets one on one with each staff member each week to support their instructional practice.
 - The principal conducts formal and informal classroom walkthroughs and provides feedback in accordance with the Danielson Framework.
 - The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.
 - Needs:
 - The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
 - The principal needs to increase the frequency of informal and formal walkthroughs to support teachers in their instructional practice.
- The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English

Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The administration will increase the frequency of informal and formal classroom walkthroughs and providing feedback to teachers in addition to increased staff development opportunities to support teachers in their instructional practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The administration will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.	All Staff	September 2014-June 2015	Principal
The administration will increase the frequency of informal and formal walkthroughs and providing feedback to teachers.	All Staff	September 2014-June 2015	Principal
The administration will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff.	All Staff	September 2014-June 2015	Principal
The administration will reflect on implementation and identify additional supports needed by teachers.	All Staff	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The administration will need time to visit classrooms and to meet with the staff as an entire group and individually. The administration will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walkthroughs and other professional development opportunities.
- During one on one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth

The principal will ask for feedback and reflection from the staff to determine their areas of need and support from the principal.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths:
 - 50% of students had at least one parent or guardian attend the Fall Conferences.
 - Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress.
 - In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress.
- Needs:
 - The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance.
 - The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger.

The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority

need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will increase parent involvement in school wide activities and functions by 10 percent as measured by analysis of data-oriented information.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All parents/guardians will attend either the Fall or Spring Conferences.	All Families	September 2014-June 2015	All Staff
Some parents/guardians will participate in a Home Visit.	All Families	September 2014-June 2015	All Staff
All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check student grades and attendance.	All Families	September 2014-June 2015	Partnership Coordinator, Principal
School materials and meetings will be translated and made accessible to all families in their primary language.	Families of English Language Learners	September 2014-June 2015	Partnership Coordinator, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff will need time for scheduling and conducting Home Visits, preparing for and conducting parent meetings and training, time to prepare students to present during Student Led Conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
<ul style="list-style-type: none"> • The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester. • In January 2015, the staff will review the documentation and determine which families have participated in a school event. <p>The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event.</p>													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Mathematics	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Science	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Social Studies	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close	Small group, one-to-one, tutoring	Before school, during lunch, after school

		reading		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with chronic attendance/tardies, multiple red passes, multiple detentions or suspensions	Meeting with dean, social worker, home visits, phone calls to parents/guardians, conflict resolution, Student Study Team	Small group, one-to-one, tutoring	Before school, during lunch, after school

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
The administration actively recruited the current staff through interviews and recruitment events and meets one-on-one each week to provide support and hear feedback from teachers about needed support. The principal also meets with the entire staff to provide staff development and is responsive to the needs of the staff.

2b. 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).
The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. In addition, the staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
The targeted assistance Title I funding will be used to purchase supplemental instructional materials for identify students and to split fund the position of Social Worker who spends part of their day working with identified students.

3b. 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).
The targeted assistance Title I is used in coordination with baseline funding to supplement and not supplant baseline materials and personnel. The school is currently using the TA Title I funding to purchase supplemental materials to support identified students and to split fund the position of Social Worker who spends a portion of their time working with identified Title I students.

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[High School for Arts, Imagination and Inquiry]**, 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 the school and the families. The 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 the school community. **[High school for Arts, Imagination and Inquiry]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[The High School for Arts, Imagination and Inquiry], 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 with 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: HS for Arts, Imagination & 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
Total # of ELLs to be served: <u>58</u>
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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: There are a variety of after school clubs and tutoring sessions that our students sign up to attend. Tutoring sessions consists of small groups of approximately ten (10) students, so teachers have the opportunity to provide additional, individualized instruction. Students who struggle in classrooms can get extra help in small groups with various support materials available. The clubs, such as the photography, dance and music production, offer our students additional opportunities to interact with other students and to engage in the culture of the school.

Tutoring and clubs are offered at various start times after school on multiple days, to provide students with the most choice and access. Classes are taught in English, which provide extended opportunities for acquisition of language skills.

All tutoring sessions and clubs are facilitated by licensed teachers and/or professionals who are trained in the field of adolescent education. Additional materials available to students include bilingual dictionaries, glossaries, and various teacher-created handouts.

Co-teaching 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 2 certified teachers in each classroom; one with a subject area licensese 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

Part C: Professional Development

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 support network. Additionally, we take advantage of professional development opportunities offered by outside agencies. Each month at our faculty meeting, our ELL teachers turn-key the information to the HSAll faculty. In grade team meetings, our ELL teachers share best practices learned from professional development with their colleagues.

The grade teams meet monthly and each team and the topics vary from meeting to meeting. For example, at the next faculty meeting, we will discuss ELL strategies for reading comprehension. 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	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	25	3	4	18	8	4	16	1	11	59
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	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								
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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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 particluar 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 Englsih 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.

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 (HSAll), 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 HSAll. 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.

- a.
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.

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

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

a. SIFE Students: There are 14 students at HSAll 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 HSAll 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 HSAll 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 HSAll 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 HSAll 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 HSAll are programmed for 660 minutes of ELL instruction per week. The students at HSAll 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

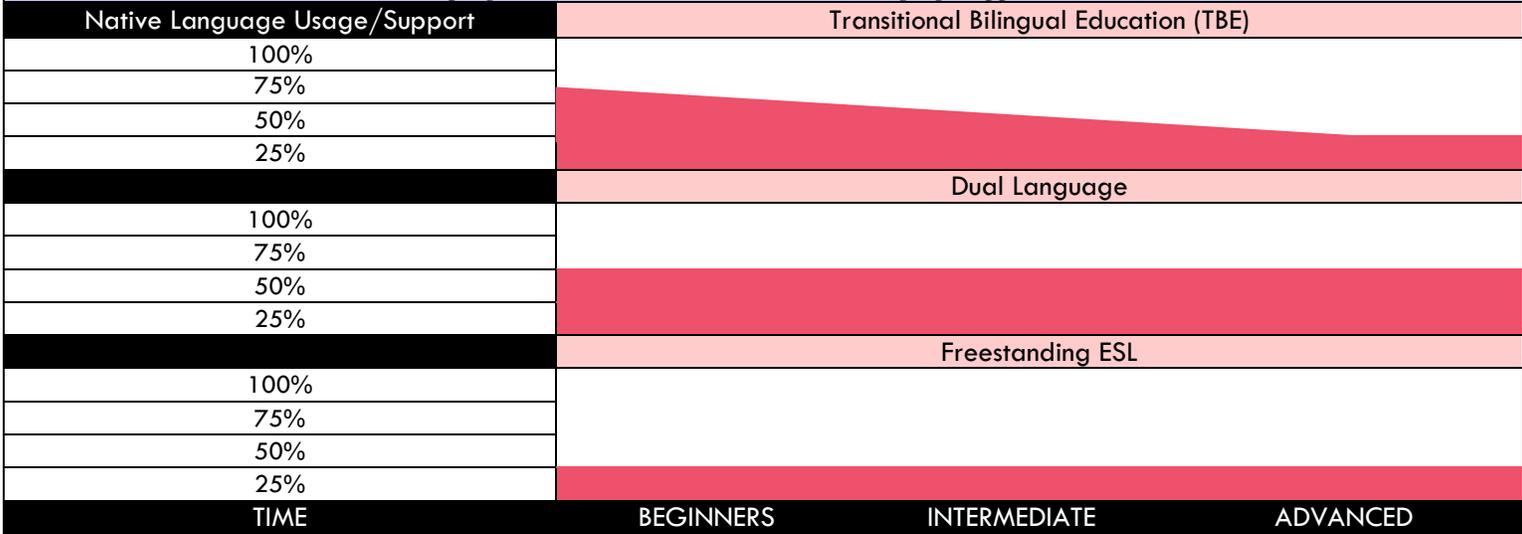
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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 HSAll 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 HSAll 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 HSAII 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 Chancelor'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 HSAll 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 HSAll such as dress code/uniform policy, grading policy etc. the parents brainstorm additional parent meeting topics. All guardians are invited to attend workshops where they can learn about graduation requirements, ARIS and Regents Examinations. Additionally, there have been Cyber bullying workshops and information sessions on getting your child into college and completing the financial aid forms. Other topics for the January monehtly meeting is "How to Talk So Kids Will Listen". Previous month meetings discuss introductions to partnerships at HSAll as well as immigration specialists who meet with students and parents. Parent/Student translators are made available for all such events.
 2. HSAll 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-hiop 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 strengths 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.