



INTERNATIONAL ARTS BUSINESS SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 17K544

**ADDRESS: 600 KINGSTON AVENUE, BROOKLYN, NEW YORK
11203**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K544 SCHOOL NAME: INTERNATIONAL ARTS BUSINESS SCHOOL

SCHOOL ADDRESS: 600 Kingston Avenue, Brooklyn, New York 11203

SCHOOL TELEPHONE: 718-467-7400 FAX: 718-735-6253

SCHOOL CONTACT PERSON: Sheila Hanley EMAIL ADDRESS: shanley@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kenrick Small

PRINCIPAL: Sheila Hanley

UFT CHAPTER LEADER: Omar Edwards

PARENTS' ASSOCIATION PRESIDENT: Hassan Barrett

STUDENT REPRESENTATIVE:
(Required for high schools) Candice Copper

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 SSO NAME: New Visions

SSO NETWORK LEADER: Chad Vignola

SUPERINTENDENT: Ainselie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sheila Hanley	*Principal or Designee	
Omar Edwards	*UFT Chapter Chairperson or Designee	
Hassan Barrett	*PA/PTA President or Designated Co-President	
Lydia Brooks	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Candice Cooper Glenroy Wason	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lydia Brooks	Member/Parent	
Bibi Watson	Member/Parent	
Barbara Joseph	Member/Teacher	
Ayoka McBean	Member/Teacher	
Marisa Martinelli	Member/Assistant Principal	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The International Arts Business School is a small high school that is committed to providing a gateway to career and college success through our art and business themes. Our school culture is based on the core values of scholarship, global awareness and leadership; a community that challenges as well as nurtures.

To prepare our students for both career and college success, we expose them to a challenging curriculum based on the arts both visual and performing. Our students are engaged in examining essential questions that connect various disciplines, bridging the gap between the academic and real world learning. Our elective program supplements our academic program with Dance, Drama, Choir, various levels of Band, Media Art and Business. Our Business and Media Arts programs are designed for students interested in learning how to create, manage and process information as a basis for future careers. Our advanced dance students are enrolled in Alvin Ailey classes in preparation for dance scholarships, programs and careers. Our students are provided a foundation for internships and post-secondary programs in the culinary arts. We are partnered with **Young Audiences New York** which provides art residencies that support our arts theme programs.

“A community is like a ship; everyone ought to be prepared to take the helm.” Henrik Ibsen. As future leaders in the global community, our students need to develop social responsibility, tolerance and leadership. In order to cultivate leadership and guide students through the hazards of adolescence, the advisory class focuses on personal social development, educational achievement and career and life skills especially for the freshman year. Our SSO, New Visions complements our goals by making available to our Guidance Counselors, Parents and Staff workshops based on career and college readiness.

Our partners supplement our mission and vision building capacity for leadership. **Global Kids** stimulates leadership qualities in our students especially our lowest third by providing counseling and internships. Peer mediation, leadership and cultural and gender understanding is the focus of **Safe Harbor**. **Build On** expands on our core value of global awareness fostering empathy for other cultures and community service. This summer our students visited Nicaragua to build a foundation of a school emphasizing the importance of education for all cultures. International Arts Business School is committed to creating a school culture that ensures all students are prepared with the qualities and scholarship to achieve success in our global world.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	International Arts Business School							
District:	17	DBN:	17K544	School BEDS Code:	331700011544			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	√
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		87.6	90.6	86.5	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		94.1	91.6	95.6	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		80.9	60.4	63.4	
Grade 8	0	0	0					
Grade 9	162	143	147	Students in Temporary Housing - Total Number:				
Grade 10	106	132	149	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	58	70	75		4	5	15	
Grade 12	69	71	85					
Ungraded	0	0	1	Recent Immigrants - Total Number:				
Total	395	416	457	(As of October 31)	2006-07	2007-08	2008-09	
					0	1	2	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	7	17	23	Principal Suspensions	58	79	68	
# in Collaborative Team Teaching (CTT) Classes	0	5	11	Superintendent Suspensions	7	3	5	
Number all others	13	12	19					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	0	7	8	Number of Teachers	28	33	31	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	0	Number of Administrators and Other Professionals	6	8	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	14	8	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	39.3	51.5	68.8
				% more than 5 years teaching anywhere	53.6	48.5	56.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	75.0	73.0	75.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	100.0	92.9
American Indian or Alaska Native	0.0	0.2	0.2				
Black or African American	91.6	90.1	88.2				
Hispanic or Latino	8.1	9.4	10.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.2	0.7				
White	0.2	0.0	0.4				
Male	38.5	38.5	38.1				
Female	61.5	61.5	61.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			IGS
Math:				Math:			IGS
Science:				Graduation Rate:			IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native							
Black or African American					√	√	
Hispanic or Latino					-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	D	Overall Evaluation:					NR
Overall Score:	41.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				► = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Accomplishments

- International Arts Business School prides itself on the breadth and strength of its theme-based curriculum which focuses on business, arts and culture.
- There is an expansive elective program in the arts - fine arts, performance, media arts, and business. This year we have enhanced our performing arts program with an Alvin Ailey dance residency.
- The school's guidance and counseling system successfully supports the personal development and academic progress of our students.
- Our media arts program has introduced film-making to our elective selection
- All our classrooms are have smart board technology, and teachers will receive on-going professional development for the smart boards
- Common planning time focuses on grade and department issues with teacher leaders.
- Professional development is available weekly on data and differentiated instruction.
- Based on middle and elementary school data a new 9th Grade ELA curriculum was developed to provide a solid foundation for success on the ELA regents and college readiness.
- Based on regents and in-class data, a new 9th grade Science program was implemented to provide a solid foundation for success on all the Science regents and college readiness
- New curriculum for the 9th and 12th grade advisories focus on career and college readiness.
- Our students in partnership with our staff create and perform original plays such as The Wind, African-American Festival, Talent Show and the Fashion Show.
- The summer of 2009, Build On took our students to Nicaragua for community service. During their time in a small village, they built the foundation for a school and lived among the people learning the Nicaraguan culture. Through this program our students learned that education is a value that cuts across all cultures and societies, as well as respect for differing traditions.
- A campus-wide Arts Festival coordinated by the IABS' Art teacher.
- IABS students in partnership with Brooklyn College investigated the development of East New York during the 70's. The Center for Urban Pedagogy (CUP) and The East New York Investigations Class will have a podcast of their investigation on the radio in November.

Student Performance Trends

Based on comparison of the Progress Reports from 2008 to 2009, it shows that in the past year,

- Our regents passing rate in Math increased by 10%
- Our regents passing rate in Science increased by 32%
- Results of all tested students in all regents indicate the majority of students achieving Regents standards are in the lower quartile range of marks.
- Our attendance rate decreased by 4%.
- Our graduation rate decreased by 24%

What are the most significant aids or barriers to the school's continuous improvement?

AIDS:

1. The school's guidance counselors are increasing their outreach to students in danger of failing or unable to accumulate credits and/or regents. They are creating individual plans of action that include options such as credit recovery, counseling, transfer schools and peer tutoring.
2. The school environment and relationships between staff and students are very good.
3. Outreach to parents to communicate and engage the family in their child's academic success.
4. Rituals and procedures for monitoring and improving attendance of each individual student
5. More emphasis on data driven instruction and assessments
6. Professional development aligned with the goals of the school
7. Common planning time available for teachers to create common assessments, discuss grade and department issues, align instruction with standards and needs of the students, data driven instruction and professional development

Barriers

1. Lowest third students in all cohorts have attendance problems.
2. Instruction for Special Education students in Science, Global History and English needs more differentiation based on IEP's and Performance Series assessments
3. Need more alignment between instruction, regents exams and curriculum in subjects ending in a regents.
4. Sporadic use of differentiated approaches to teaching and learning.
5. Teachers need to provide on-going assessments during the lesson to determine understanding of content and skill, as well as formative and summative assessments.
6. Develop reflective skills of both teachers and students so they can identify their strengths and weaknesses, thus enabling them to create personal goals and targets.
7. Develop independent critical thinkers that can be monitored by the increased levels of student voice and accountable participation during lessons.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1	To improve the daily students attendance for all grade levels
	By June 2010, there will be an increase of 4% in the average daily student attendance throughout all grade levels as reported in the ATS reports.
Goal 2	To improve our students' passing rate in 9 th grade math
	By June 2010 the 2009 freshmen cohort will demonstrate progress towards achieving state standards as measured by a 5% increase in students accumulating math credits as reported in the scholarship reports.
Goal 3	To increase the graduation rate of our 2010 cohort
	By June 2010 the graduation rate will increase 5% from 58% to 63% as reported by ATS reports.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be an increase of 4% in the average daily student attendance throughout all grade levels as reported in the ATS reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning in September 2009 the following actions/strategies will be implemented to accomplish the goal</p> <ol style="list-style-type: none"> 1. Use of Data <ul style="list-style-type: none"> • Distribute ATS daily absence report to staff members in order to identify late students whose attendance is not properly credited by the family paraprofessional • Analyze ATS weekly and monthly attendance data by school leaders, guidance counselors and attendance committee for absentee trends and create strategies to increase attendance. 2. Staff Development <ul style="list-style-type: none"> • Review attendance procedures and integrate best practices from other schools • Create incentive programs for positive attendance by the School Leadership Team • Meetings with Assistant Principals on expectations concerning attendance procedures and integrating best practices. • Incorporate our PSO, New Visions into our attendance strategies • Guidance conferencing on attendance with teachers and counselors 3. Curriculum and Instruction <ul style="list-style-type: none"> • Create positive student voice in classroom using formal and informal observations and professional development by administration • Project Support use of peer tutors to support students' academic progress 4. Parental Involvement <ul style="list-style-type: none"> • Involve parents in attendance issues through teachers', counselors' and parent coordinator's outreach • Parent coordinator conducts workshops and meetings with parents • Incorporate attendance data and outreach in post-observation conferences and reports

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

1. Staff Development
 - Professional Development for the parent coordinator on interpreting data and assist disseminating to parents
 - Guidance counselors and advisory teachers conduct lessons and workshops on the importance of attendance for career and college success for students and parents.
2. Budget/Use of Resources
 - Allocate resources to support professional development on analyzing data
 - Allocate resources to parent coordinator to support the dissemination of data to parents
 - Allocate resources to support the attendance teacher and family paraprofessional outreach to families
 - Allocate resources to support attendance incentives
 - Allocate resources to support credit recovery and project support
3. Use of School Community
 - Guidance conferencing with teachers, parents and counselors
 - Parent Coordinator, guidance and teaching staff will engage parents and students interpreting data
 - Assistant Principals and Principal will provide feedback on active learning and teachers' outreach to families
 - New Visions will support guidance counselors in presenting career and college awareness.

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Review ATS attendance reports daily, weekly and monthly
- Review of student report cards each marking period
- Formal and informal observations conducted by assistant principals will identify effective methods of teaching and learning.
- Progress of students in specific groupings such as CTT classes, ELL learners, students in the lowest 1/3 will be followed by assistant principals and student support staff
- Agendas and Minutes of the School Leadership Team, attendance committee meetings, department, grade and parent grade meetings

Subject/Area (where relevant): Mathematics

Annual Goal
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and

By June 2010 the 2009 freshmen cohort will demonstrate progress towards achieving state standards as measured by a 5% increase in students accumulating math credits as reported in the scholarship reports.

<p><i>Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning in September 2009 the following actions/strategies will be implemented to accomplish the goal</p> <ol style="list-style-type: none"> 1. Use of Data <ul style="list-style-type: none"> • Algebra teachers will analyze the June 2009 regents to align curriculum and assessments with SED standards for the particular subject. • Teachers will increase the use of item-analysis of regents-aligned in-class exams. • Midyear and end year assessments in Algebra will be analyzed to identify areas of need and success <ul style="list-style-type: none"> • Teachers will implement the Performance Series to identify the strengths and weaknesses of students' mathematical skills • Teachers will use the Performance Series to track the progress of the students 2. Curriculum and Instruction <ul style="list-style-type: none"> • Teachers will increase the use of data-driven instruction based on item-analysis, acuity, performance series, inquiry team findings, and mock regents • The Mathematics inquiry team will develop interventions and follow the progress of individual students in the target group <ul style="list-style-type: none"> • Teachers will create positive student voice in the classroom • Formal and informal observations conducted by assistant principals will identify effective methods of teaching and learning • One formal or informal observations conducted by assistant principals will focus on in-class exams • Mathematics Coach will provide professional development and support for the Algebra teachers • The Mathematics inquiry team will develop interventions and follow the progress of individual students in the target group • The Math Department will utilize the common planning time to align instruction, curriculum, and assessments; to plan interventions and follow the progress of their students, • A revised uniform 9th grade advisory curriculum emphasizing organizational skills • Infusing vocabulary and ELA skills into math classes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 3. Staff Development <ul style="list-style-type: none"> • Professional development on aligning curriculum, instruction and assessments with regents standards • Professional development on interpreting data to identify students' strengths and weaknesses, long and short term goals, differentiated instruction • Professional development on instructional strategies to assist our special needs population to achieve success.

	<ul style="list-style-type: none"> • Professional Development for the parent coordinator on interpreting data and assist disseminating to parents <p>4. Budget/Use of Resources</p> <ul style="list-style-type: none"> • Allocate resources and common planning time to support professional development • Allocate resources to parent coordinator to support the dissemination of data to parents • Allocate resources to implement Project Support and credit recovery <p>5. Use of School Community</p> <ul style="list-style-type: none"> • Our PSO, New Visions will support our goal with strategies and sample best practices • Parent Coordinator will prepare parent workshops and meeting • Principal and Assistant Principals will provide research based professional development. • Guidance counselors will monitor the progress of students especially the lowest third, ELL learners and special education • Project Support tutors will be assigned to our lowest third • School sponsored college visits in the fall and spring terms • Assistant Principals and Principal will provide feedback on active learning
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of HSST Mark Analysis Report each marking period • Review of student report cards each marking period • Formal and informal observations conducted by assistant principals will identify effective methods of teaching and learning. • Performance series reviewed • In-class assessments in subject classes will be analyzed to identify areas of need. • Progress of students in specific groups such as CTT classes, ELL learners, students in the lowest 1/3 will be monitored by assistant principals and students support staff • The inquiry Team will develop interventions and follow the progress of individual students in the target group • Record of observation reports and feedback to teachers. • Attendance sheets and agendas for professional development sessions, department, grade and parent meetings

Subject/Area (where relevant): Graduation Rate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 the graduation rate will increase 5% from 58% to 63% as reported by ATS reports.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Beginning in September 2009 the following actions/strategies will be implemented to accomplish the goal

1. Use of Data

- Assistant Principals and Guidance Counselors will analyze ARIS AND New Visions snapshots to determine areas of need for the seniors.
- Teachers will increase the use of item-analysis of regents-aligned in-class exams.
- Midyear and end year assessments in subject classes will be analyzed to identify areas of need and success
- Guidance counselor will monitor the progress of students especially the lowest third, ELL and special education.

2. Curriculum and Instruction

- Principal and Assistant Principals will determine the necessary support for the 2010 cohort to maintain "on track" status for credit accumulation and regents
- One formal or informal observations conducted by assistant principals will focus on in-class exams
- Formal and informal observations conducted by assistant principals will identify effective methods of teaching and learning.
- Principal and Assistant Principals will provide research based professional development
- Teachers of Regent-based subject classes will analyze the June 2009 regents to align curriculum and assessments with SED standards for the particular subject.
- Teachers will increase the use of data-driven instruction based on item-analysis, acuity, inquiry team findings, Performance series and mock regents
- Teachers will create positive student voice in the classroom
- Project Support and Credit Recovery will support our off track Seniors
- Create Math and English classes as electives to support our off track Seniors
- Use of the Common Planning time to examine data and plan interventions
- Infuse vocabulary and ELA skills into math, science and social studies classes
- Guidance Counselor will discuss options to assist students with little credit accumulation
- A revised uniform 12th grade advisory curriculum emphasizing career awareness and college readiness.
- School sponsored college visits in the fall and spring terms

Our PSO, New Visions network leader Steven Podd will support our goal with strategies and sample best practices

Parent Coordinator and New Visions will conduct parent workshops on college readiness and career awareness

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Staff Development <ul style="list-style-type: none"> • Professional development on aligning curriculum, instruction and assessments with regents standards • Professional development on interpreting data to identify students' strengths and weaknesses, long and short term goals, differentiated instruction • Professional development on instructional strategies to assist our special needs population to achieve success. • Professional Development for the parent coordinator on interpreting data and assist disseminating to parents 2. Budget/Use of Resources <ul style="list-style-type: none"> • Allocate resources and common planning time to support professional development • Allocate resources to parent coordinator to support the dissemination of data to parents • Allocate resources to implement Project Support and credit recovery 3. Use of School Community <ul style="list-style-type: none"> • Our PSO, New Visions will support our goal with strategies and sample best practices • Parent Coordinator will prepare parent workshops and meeting • Principal and Assistant Principals will provide research based professional development. • Guidance counselors will monitor the progress of students especially the lowest third, ELL learners and special education • Parent Coordinator and New Visions will conduct parent workshops on college readiness and career awareness • Project Support tutors will be assigned to our lowest third • School sponsored college visits in the fall and spring terms • Assistant Principals and Principal will provide feedback on active learning
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of HSST Mark Analysis Report each marking period • Review of student report cards each marking period • Formal and informal observations conducted by assistant principals will identify effective methods of teaching and learning. • Performance series reviewed • In-class assessments in subject classes will be analyzed to identify areas of need. • Progress of students in specific groups such as CTT classes, ELL learners, students in the lowest 1/3 will be monitored by assistant principals and students support staff • The inquiry Team will develop interventions and follow the progress of individual students in the target group • Record of observation reports and feedback to teachers. • Attendance sheets and agendas for professional development sessions, department, grade and parent meetings

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	38	40	30	26	27	0	1	0
11	46	61	12	10	20	0	4	0
12	24	32	20	10	28	0	3	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. ELA department will develop and institute an intensive language arts curriculum for 9th grade students. The scope and sequence will incorporate research skills, targeted vocabulary, writers’ workshops, fundamental, reading strategies and complex analytical methods. • One-to-one and small group tutoring will be conducted by ELA department teachers. Tutoring will be offered during lunch period, before and after school, and during circular 6 periods. • ELA curriculum is enriched with the inclusion of the arts (visual, media, and dramatic) • All 11th grade students will be administered the New York State ELA Regents in January. Failing and absent students will retake the exam in June and August. All 12th grade students that have failed previous administrations will be scheduled for the exam each session. • Global Kids partnership offers additional academic services for struggling students. Services are provided by college students and trained counselors under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered. • Specialized ELA classes include Collaborative Team Teaching models, Regents Prep, and self-contained special education 15:1 sections. • The credit recovery program is offered as a part of the school’s extended day program.
Mathematics:	<ul style="list-style-type: none"> • Mathematics curriculum is enriched with the inclusion of the arts (architecture, visual, and technology) • Global Kids partnership offers additional academic services for struggling students. Services are provided by college students under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered. • Peer tutoring is being offered under Project Support. Students will be tutored by their peers under the supervision of the Guidance Staff. • Specialized Mathematics classes include Collaborative Team Teaching models. • Credit Recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. The credit recovery program is offered as a part of the school’s extended day program. • Tutoring and Regents Preparation is provided by classroom teachers during lunch and free periods (during and after school).
Science:	<ul style="list-style-type: none"> • Science curriculum is enriched through the incorporation of two specific opportunities for students to work on individual skills-based independent projects in the Spring. The products are displayed at the Spring Parent-Teacher Conferences. A school-wide Science Fair is held in March. Students are given several months to develop an extensive science research piece, under the supervision of their science instructor. • Global Kids partnership offers additional academic services for struggling students. Services are provided by

	<p>college students under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered.</p> <ul style="list-style-type: none"> • Specialized Science classes include Collaborative Team Teaching models and Electives • Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. The credit recovery program is offered as a part of the school's extended day program. • Depending on the need classes are offered for students who have developed a deficit in meeting the NYS 1200 minute mandate • Tutoring and Regents Preparation is provided by classroom teachers during lunch and free periods (during and after school).
<p>Social Studies:</p>	<ul style="list-style-type: none"> • Social Studies curriculum is enriched with the infusion of the arts (visual and media). • Brooklyn College partnership offers additional academic services for struggling students. Services are provided by college students under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered. • Smaller class size and extended time is provided for all students in specific ELA classes • Specialized Social Studies classes include Collaborative Team Teaching models, and Electives • Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. The credit recovery program is offered as a part of the school's extended day program. • Tutoring and Regents Preparation is provided by classroom teachers during lunch and free periods (during and after school). • Peer tutoring is being offered under Project Support. Students will be tutored by their peers under the supervision of the Guidance Staff.
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Survey personal case loads in order to determine students needing the services listed below: • Conduct individual meetings with students who exhibit social maladjustments or difficulties that result in appropriate referrals to internal or outside specialists or agencies • Conduct small group sessions in order to focus on academic requirements, transcript evaluation, grade level goals, and youth development strategies for achievement. • Meet with parents and students after each marking period in order to keep traditional underachieving and at-risk students on track • Meet with parents and students in order to determine the appropriate implementation of Academic Intervention Services, such as AIS, Credit Recovery, One-to-one and/or small group tutoring, and Regents/RCT Preparation. • Meet with teachers in order to monitor targeted student progress in all subjects
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • Provide outreach to parents, psychological testing, interview parents and referral sources of students in need of assistance • Make appropriate recommendations for services • Provide ERRS counseling to students

	<ul style="list-style-type: none">• Counsel parents/guardians concerning special education services, legal rights, and the evaluation process• Consult with teachers and other relevant school staff to properly evaluate the appropriation of services for students
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year LAP to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 17K	School 544
Principal Sheila Hanley	Assistant Principal Sean Rice
Coach Ronald Merisier	Coach type here
Teacher/Subject Area Ivan Moore/ESL	Guidance Counselor Ms. Neena Garcia
Teacher/Subject Area Kresnick Capa	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tenia McCoy
Related Service Provider type here	SAF type here
Network Leader Chad Vignola	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

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

C. School Demographics

Total Number of Students in School	472	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	4.03%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

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

	9	10	11	12	TOTAL
Spanish	4	5	2		11
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole	4	1			5
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other	2	1			3
TOTAL	10	7	2	0	19

Programming and Scheduling Information

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

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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 Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	1	2			3
Intermediate(I)	5	4			9
Advanced (A)	4	1	2		7
Total	10	7	2	0	19

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

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science	2			

Living Environment	5		2	
Physics				
Global History and Geography	3			
US History and Government	1			
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - 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?
4. 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?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sean Rice	Assistant Principal		
Tenia McCoy	Parent Coordinator		
Ivan Moore	ESL Teacher		
	Parent		
Kresnick Capa	Teacher/Subject Area		
	Teacher/Subject Area		
Ronald Merisier	Coach		
	Coach		
Neena Gupta Garcia	Guidance Counselor		
	School Achievement Facilitator		

Steven Podd	Network Leader		
	Other		
	Other		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____



Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: 19
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

The International Arts Business School@ Wingate Campus has a total of 19 ELL out of 472 students which is .04% of the total population. We have two certified ESL teachers. There are no certified bilingual teachers since we do not have a bilingual program. There are two foreign language teachers of Spanish, but they are not teaching a native Language Arts class. Due to our small number of ELL students (20), we are not entitled to Title 3 funds. Therefore we do not have any content area or special education teachers with bilingual extensions. If translations are needed especially for our three ESL Spanish speaking students with IEP, our ESL teacher collaborates with our Spanish foreign language teachers.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The teachers of second languages and ESL teacher meet on a regular basis to discuss the implementation of curriculum and specific goals and objectives for individual ESL students as well as the entire ESL population. The ESL teacher acts as a liaison among the content area teachers discussing academic problems faced by individual students in their mainstream academic classes that can be addressed in the ESL classes. During the grade level and department meetings along with the guidance counselor, there is discussion on the progress of the ELL students. Use of materials in native languages when possible as well as literacy support across the curriculum provides support for students in their content areas. Collaborative team teaching occurs when possible in content areas especially for our IEP students. Teachers recommend students to our tutoring program that is in session during the 4th period lunch as well as peer tutoring after school.

We have programmed three ESL classes to service all levels of ability from beginner to advanced. Our students' academic progress is continually monitored and supported by teachers, coach, guidance staff, school community-based organizations, Assistant Principals and the Principal.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Our students are especially successful in our art program. Through art they express talent and their ability to communicate way beyond language. Our Art teacher using differentiated instruction meets the needs of our unique ELL population. Our Music program provides instruction in instruments and vocal. The Arts successfully integrates our ELL students into the school community, as well as develops character. Several of our ELL students are involved in campus sports especially our wrestling team. In fact one of our beginner students has achieved honors in both the arts and wrestling.

II. Identification Process:

The initial identification of our ELL students is through the ATS reports concerning the NYSELAT eligibility roster. Since our school receives a majority of students from outside the U.S. borders we provide the HLIS and our Assistant Principal of Guidance along with a pedagogue who speaks the native language interviews the student in English and if possible in their native language. Along with these assessments and the LAB-R we identify and program our ELL students into a specific level. We monitor their language development using the NYSELAT, and adjust their programs based on the results. Using the NYSELAT roster we order the exams in January/February and administer them in the Spring. Each component of the test is given by their ELL teacher with supervision of the A.P. of ELA and Guidance. Since we are not a Title 1 school and do not have the ability to provide a bilingual program due to funds and staff, we have an ESL program with a certified teacher. Ours students based on their classification by the NYSELAT roster receives the required amount of minutes for each level. Our ELL parents are provided this information when their students enter the building. We have a young man who was transferred by OSEPO from a bilingual school program to our school. We discussed the options with the parents through a Spanish interpreter. Parents asked for a transfer to a bilingual school. At this time OSEPO has not provided for the young man’s request, and therefore he has become a 407 even though we provided as much assistance and support. It is difficult to see a trend, since we receive very few students each year. This year our incoming 9th graders are for the most part intermediate and progressing successfully in their content area classes, as well as the ESL classes.

III. Professional Development Program: Workshops will be provided to all staff members at the International Arts Business School from September to June. In particular, for those directly involved with Ell students based on the need to improve and target instruction:

- Building literacy skills in ESL/Balanced Literacy
- Curricular and Instructional Adaptation for ELL learners
- Cooperative Learning and ESL Instruction
- Integration of the Arts and Business into Academic Subject Areas
- Intervisitation
- Differentiated Instruction/Teaching Style
- Assessment and use of data to drive instruction
- Scaffolding of lessons
- Quality Teaching for English learners
- NYSELAT Administration

Form TIII – A (1)(b) We are not a Title III school

School: _____ **BEDS Code:** _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed

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

IABS Language Allocation Plan

The LAP for ELL at International Arts & Business School is comprised of a total of 19 students. Students will be programmed for ESL in accordance with the mandated number of minutes of instruction per week. The ESL curriculum stresses the development of the four language skills – listening, speaking, reading and writing. An emphasis will be placed on activities that foster a sense of belonging and ownership of our school community. Efforts will be placed on the appreciation and inclusion of the different cultures and the development of communication.

The ESL teacher will attend conferences, workshops and training sessions provided by the ISC staff and New Visions, as well as outside programs. Finally, the ESL teacher has begun collaborating with other campus ESL teachers in order to develop new strategies to provide effect instruction. Our ESL teacher will turnkey his training at department meetings and professional development sessions for the school community. Content area teachers will be encouraged to attend a variety of workshops dealing with second language and ESL methodology, as well as the modifications provided to ESL students in the content area subjects. All staff members will work to ensure that orientation, acculturation and assimilation of ELL students into the general population by obtaining translated copies of all important documents and class work. The task of developing social skills, as well as academic skills will be shared by all staff during advisory, health and physical education classes. ESL students will be assigned a “buddy

student” who will assist the ESL student with his/her adaptation to the school setting. Classes beginning in September till June will be scheduled five days a week and consist of one to three periods of ESL. Instruction will be data driven thereby differentiating based on the levels and interests of the students. Goals will be established by the ESL teacher and discussed with all content area teachers to provide uniformity and structure for the individual students. Resource materials will be purchased to facilitate quality teaching, positive classroom atmosphere and delivery of instruction. Finally all students will be encouraged to take elective classes in fine and visual art, instrumental and vocal music, theatre, dance business studies and culinary arts. In addition, the students will be encouraged to join clubs centered on the same theme as a means of nurturing their creative and performance skills. Our parent coordinator makes outreach to the parents by providing translated copies of newsletters and notices each month. Since we have Spanish and Haitian- Creole speaking teachers, we communicate with our students’ parents when necessary in their own language.

It is still too early to determine the patterns and trends when dealing with the NYS regents. Despite the fact we follow the ELL modifications for exams, many of our students refuse to use the assistance such as translations. Our students in the advanced level in the 11th grade are progressing on time. Our 10th graders at the beginning and intermediate level still have difficulty with the content area vocabulary. During our common planning sessions, the ESL teacher and content area teachers will examine the regents to determine the strengths and weaknesses of our ELL population when taking exams.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

We survey our parents on a yearly basis in order to determine whether the parents require translated materials. Currently, we have approximately thirty families that require translated materials, primarily in Spanish and Creole.

We become aware of the need to translate materials through a variety of means including a survey of parents new to school, required meetings with the guidance staff, administrative staff, parent coordinator or through parent association meetings that help us to recognize the need for translation services. As stated previously, we translate materials as needed, based on the needs of our families. Since our staff includes teachers with various languages such as Spanish, Creole, Russian, Chinese, Farsi and Chinese, we are able to satisfy our written translation and oral interpretation. The overall need for translation services is overviewed at PA meetings and SLT meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translations of all mailed materials will be sent to appropriate families. Translated letters provided by the DOE will be sent as required. All other school written materials will be translated by IABS staff for the various mailings.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations will be provided to parents as needed regarding attendance, academic progress, school events, key dates, college and career preparation and other needed information by our bilingual school staff if available. If not able to provide in-school service, the school will contact a DOE approved vendor.

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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- a. IABS will receive written notification of their rights regarding translation and interpretation services along with instructions on how to obtain the services
- b. A sign will be posted conspicuously in the general office that indicates the covered languages and the room where copies of written materials can be obtained
- c. The school safety plan will contain procedures for ensuring parents in need of translation services that such parents will not be prevented from the opportunity to discuss their child, their child's needs or school issues and concerns with school administrators and other appropriate staff
- d. IABS will provide appropriate translated materials to parents in need of such services as provided to the general population of the school. Parents will also be provided with oral translations of school information to be disseminated to the general population via phone contact in the native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	367,257	104,842	472,099
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,673		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,048	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,365		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5,240	
6. Enter the anticipated 10% set-aside for Professional Development:	36,730		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		10,480	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

The International Arts Business School will take the following actions to involve parents in the joint development of the school parental involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA:

- The School Leadership Team will invite non-voting parent guests and observers to participate in conversations about practices designed to increase parent involvement. Suggestions and feedback will drive the SLT’s decisions and voting on Title 1 and parental involvement issues. The school will through the PTA will deliver an annual survey to all parents in order to collect feedback and opinions concerning the times, dates, and format of all parent involvement events. The survey will be sent via postal service, student-delivery, and email databases. In addition, School Messenger Service will be utilized to remind all parents to complete and return all surveys in a timely manner. All information collected from the parent surveys will be discussed at the School Leadership Team meetings concerning parental involvement. The general consensus of the parent population will greatly influence annual parent involvement plan updates.
- Parent volunteers and school staff will participate in an intensive outreach program to increase parent attendance at monthly Parent Teacher Association meetings. Parents and teachers will serve on an “Early Bird” team which targets the entire IABS parent population for increased participation. On a monthly basis, teachers will report to school prior to the start of their official school day to create a panel for AM phone calls. Monthly scripts will be created to specify agenda items to be discussed with each parent. Through discussion with parents and students, the school staff has determined that early morning phone calls can be an effective method for successful contacts.
- School staff and parent volunteers will work together, and in conjunction with Young Audiences and New Visions for Public Schools to plan and implement school-wide and community events (ie: Spring Concert, Campus Arts Festival, Parent Workshops) to promote increased parent involvement.
- Designated school staff members (ie: administrators, parent coordinator, school secretaries/aides, and teachers) will receive updated training by corporate technicians in order to assure effective use of our School Messenger equipment. The messenger system will update parents on a regularly scheduled basis in order to keep them informed on curriculum meetings, school-wide initiatives, special school programs and activities, student lateness/absence, school policies, and school calendar items (report cards, progress reports, PSAT/SAT, Regents/RCT exams, and conferences).

2. International Arts Business School will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- The Parents Association, in conjunction with the School Leadership Team will implement a schedule of workshops that will focus on universal participation in developing the Comprehensive Educational Plan, IABS’s School Page on the Department of Education’s website, and recruitment techniques used to attract incoming freshman.
- The school leadership team will discuss the need and viability of creating new staff positions to support increased achievement at IABS. For the 2009-2010 school-years, the SLT has targeted the following positions to be filled: 1 additional special education teacher, 1 additional science

teacher and 1 full time dean. In addition, the Parents Association, in conjunction with the School Leadership Team will meet during the spring term of each year to discuss potential course offerings at IABS's Summer Institute Program. The annual goal of the IABS Summer Institute is increased student achievement in relation to the New York State graduation standards.

- As in past years, parents will be invited to meet with the independent agency which conducts the Annual School Review. The voice and opinions of our parent population will be included in all formal assessments conducted by New York City, New York State, and selected commissioned agencies.
3. International Arts Business School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by:
- International Arts and Business School will integrate a “Parents as Life Advisors” program into the classroom. Volunteer parents will be invited into the classroom to share their positive experiences and expertise in achieving success in school and the workplace. The parents will work as a support network in an attempt to achieve increased academic success through sharing sessions and the integration of the academic curriculum topics. This action will support the classroom teachers’ efforts in reducing the student-adult ratio for individualized attention. All parent participants will attend parent workshops on basic literacy and appropriate classroom protocol prior to entering the classroom. All parent involvement will be closely supervised by the classroom teacher and the school’s administration.
4. International Arts Business School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- International Art Business School will continue to conduct a CEP Spring Review Conference designed to evaluate the effectiveness of the current document and its goals. Conference participants will include classroom teachers, the parent coordinator, guidance staff, school administrators, parents, and selected student representatives. The focus of each session will be the content and effectiveness of the current CEP. All CEP action items will be evaluated for relevance, effectiveness, and continued need. Items will be updated, deleted, and altered as stated by the conference participants. The conference will be co-chaired by the Parent Coordinator and the School Leadership Team Chairman. The co-chairs will create the conference agenda, setting, and participant selection. Each constituent (teachers, parents, students, etc.) will be given equal opportunities to offer feedback and opinions on the current CEP and its effectiveness.
 - The Parent Coordinator will continue to conduct a bi-annual meeting to discuss the school’s current parent involvement status. The parents will be given the opportunity to offer feedback and opinions concerning parent involvement policies. The parents will be given the opportunity to rate each item and/or program utilized by the school to increase involvement. In addition, the parent coordinator will collect written suggestions for improvement of the parent involvement plan. Each suggestion will be reviewed by the School Leadership Team prior to the annual revision of the CEP and parent involvement plan.

- International Arts Business School will create a Parent Involvement Network with other Wingate Campus schools. The network will focus on sharing ideas and observing actions of network members. The goal of the network will be the exchange of best practices for parent involvement and the method of annual review of individual plans. Each school will create a small team to participate in the network. The team will include one parent, one teacher, the parent coordinator, and one administrator.
5. International Arts Business School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - The State's academic content standards;
 - The State's student academic achievement standards;
 - The State and local academic assessments including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and how to work with educators
 - The school will conduct an annual workshop to inform all parents of the New York State requirements for graduation, in relation to credit accumulation, Regents/RCT exams, and attendance. In addition, the school will differentiate the expectations of the school, Young Audiences New York, and New Visions from New York State Department of Education. The school will create, discuss, and distribute a Diploma Worksheet, designed specifically to guide all IABS students towards the successful completion of all expectations incorporated by the various constituents of IABS.
 - International Arts Business School and the PTA will provide materials and training to help parents work with their children to improve their academic achievement, such as use of data, understanding the transcript, and using technology, as appropriate, to foster parental involvement during parent-teacher meetings. Parents will be presented with training to master methods for supporting student achievement at home. The scope and sequence of the workshops will be aligned with the IABS curriculum for increased relativity.
 - The parent coordinator will distribute to parents a handout entitled "Best-Practices for Communicating with Your Child's Teachers". The handout will be updated each semester to include new phone numbers, teacher schedules, conference and meeting dates, report card and progress report information, tutoring opportunities, and a list of "best times and methods" for contacting individual teachers. During the school year, the parent coordinator will distribute monthly newsletters discussing school news, providing academic and attendance data

International Arts Business School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Parents, school staff, and administration will continue to attend the New Visions Fall & Spring Retreats, held in Stamford, Connecticut. The school will identify “Parental Involvement” as a priority for discussion and request a New Vision’s professional to participate in the process. The identified goals will focus on increasing parental involvement, promoting parental influence on classroom and school-wide projects, and using parent volunteers as visible support staff throughout the school-year.
- The parent coordinator and guidance staff will attend all district and city-wide conferences and workshops that focus on parent involvement and education.
- The school’s Coordinator of Student Affairs (COSA) will continue to attend the monthly meetings of the Brooklyn High Schools’ COSA Network. The network offers specific training on increasing parent involvement in student extra-curricular activities. The COSA will turnkey all information to the school community, including parents and teachers.

International Arts Business School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The school will distribute the Title 1 Parental Involvement Guideline Manual found at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. The guidelines describe the provisions of all Title 1 materials under the No Child Left Behind legislation. The guidelines will be utilized in languages deemed necessary for communication with all IABS parents.
- The school will send written correspondence to all parents concerning parent meetings, school programs, and student activities. The school administration, in conjunction with the parent coordinator and guidance counselor, will designate the need for language translation versions of each correspondence. The criteria for translation need will include official language designation on student records, prior history of parent contacts, and individual parental requests. The school will utilize school staff and parents as language translators.
- The school will program and execute the use of technology through the use of School Messenger Service to deliver phone messages to all parents for targeted information. The School Messenger Service will be programmed to identify and utilize language translations, as designated by school staff.
- The attached parent contract will be distributed to all parents/guardians prior to the start of each school-year. All contracts will be collected and kept on file for the duration of the students’ high school career. In addition, the School Messenger Service will be utilized to emphasize the importance of returning the signed contracts. The Parent Association, School Leadership Team, and faculty will be utilized to encourage the return and adherence of the contract terms. (see attached document):

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

International Arts Business School

WINGATE CAMPUS

September, 2009

Dear IABS Parent or Guardian,

On behalf of the entire staff at the International Arts Business School, we would like to extend our sincere gratitude for entrusting your child's education to our staff. As educators and parents, we understand the importance of the time that students spend in high school. It is our belief that the most effective way to ensure quality education interwoven with valuable social and ethical experiences is to strengthen the bond between the students, their families, and school staff. As a result, we will rely on your consistent support as we guide your child through their secondary academic career. It is our responsibility to clearly outline the parental expectations needed to establish an effective system of communication between you and your child's instructors. The following items are considered **minimum** responsibilities of each parent or guardian of an IABS student. In support of our efforts to maintain a positive school tone, we request that you read this contract in full, discuss it with your child, sign and return a copy to our school. Once again, we thank you for your efforts and anticipated cooperation concerning this matter.

Sincerely,

Sheila Hanley
Principal

Sean Rice
Assistant Principal

Marisa Martinelli
Assistant Principal

Omar Edwards
Teacher/UFT Representative

As a parent of an IABS student, I agree to:

- Read and discuss with my child all related information concerning the rules, regulations, discipline code, student rights, and grading policies of IABS and the New York City Department of Education.
- Make every attempt to attend all regularly scheduled school meetings, including Parent-Teacher Conferences, PTA, and Parent Coordinator Seminars.
- Upon request from a school administrator, guidance counselor, dean, or teacher, schedule and report to a personal conference concerning my child's academic or behavioral performance.
- Support the school's uniform policy (School Issued Uniform Shirt & Black Pants).
- Support the school's cell phone and electronics policy.
- Support the school's headgear policy.

- Complete and return an annual “Blue Card” to ensure effective communication between the school and parents. In addition, I will immediately contact school staff to report changes in my child’s address, phone numbers, or custody status.
- Complete and return an annual “Lunch Form” to ensure the school receives full funding for eligible programs.
- Review and discuss with my child’s all homework, test scores, curriculum topics, and special assignments, on a daily basis.
- Participate in ongoing communication with school staff to gain knowledge of all report card and progress report distributions.
- Ensure that my child will successfully complete all time-relevant processes, including the PSAT/SAT exams, college applications, and internships.
- Make every effort to support all IABS events, such as show, exhibits, fund raisers, workshops, and extra-curricula activities.
- Maintain a cooperative relationship with the school’s Parent Coordinator in order to monitor my child’s education.

I have read the above Parent Contract for the International Arts Business School. I agree to support all items included in the contract while my child attends IABS. I understand that I will be held accountable for my child’s actions.

_____	_____
Student’s Name	Student’s Signature
_____	_____
Parent/Guardian’s Name	Date
_____	_____
Parent/Guardian’s Signature	Date
_____	_____
Additional Parent/Guardian’s Signature (Optional)	Date

International Arts Business School at Wingate Campus
600 Kingston Avenue-Brooklyn, NY 11203 Phone (718)467-7400 EXT.8300 Fax (718)735-6253

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by_____.

This policy was adopted by International Arts Business School on 11/1/07 and will be in effect for the period of **3 years**. The school will distribute this policy to all parents of participating Title I Part A children on or before September 30, each year.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

A **comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

- At the conclusion of each semester (January/June), a school-wide assessment/comparison will be conducted by academic department. The criteria for improvement will be aligned with the New York State mandated curriculum and graduation requirements. An overview of student achievement and deficit areas will be identified by department and by individual instructor. Subject achievement conferences will be conducted for entire departments and individual teachers, alike. During the conferences, staff will be given the opportunity to address the challenges to student achievement. Department and personal teacher plans will be created cooperatively by the school administration and individual teachers. If needed, additional budgets will be created to address the need for classroom materials, textbooks, tutoring programs, credit recovery opportunities, and supplemental services for student support. Additional Professional Development and teacher training will be utilized to increase the effectiveness of instruction in all classes.
- Each marking period (6 time per school-year), the principal will conduct a survey and evaluation of all student transcripts. An individualized assessment plan will be created to address deficit areas, low achievement, and credit recovery. The principal will work in conjunction with the guidance department, parents, and classroom teachers in implementing the student action plans for anticipated improvement. Progress reports will be utilized by all classroom teachers of identified students. Academic Intervention Service programs will be instituted to address the needs of the school's weaknesses in relation to student achievement.
- Annually, the DOE sponsored School Quality Review, Partnership (Young Audiences New York), and New Visions for Public Schools visits and feedback will be reviewed for data. This data will inform school administration and staff during the School wide Programs planning phase.

2. **Schoolwide reform strategies that:**

- a) International Arts Business has adopted the following policies to increase student achievement:
 - All IABS students are mandated to take 4 years of mathematics (NYS mandate=3)
 - All IABS students are mandated to take 4 years of science (NYS mandate=3)
 - All IABS students are mandated to take 1 year of business (NYS=0)
 - IABS will continue to support an extensive credit recovery action plan to address academic deficits for all students.
 - IABS will continue to support an extensive academic and regents prep tutoring program to address academic deficits for all students.
 - IABS will continue to support the expedition of credit accumulation and advanced level instruction for high achieving students. This includes a focus on the achievement of Regents Diplomas and Advanced Regents Diplomas endorsed by New York State.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - IABS will maintain the use of 1 hour classroom periods for extended instructional time during academic periods. Also, IABS will continue to utilize Saturday, PM, and lunchtime instruction to increase the seat time for students in need of academic improvement.
 - IABS will continue to utilize a Summer Bridge program for incoming 9th graders. In addition, data collected from the middle schools will inform staff on programming and class level decision for incoming 9th graders. IABS will schedule an Assessment Exam administered to incoming 9th graders. The results will inform staff on the appropriateness of class placement during the first semester for new students.
 - Alternative programs will be discussed and utilized for low achieving students who have displayed an interest in pursuing other options for their future. These programs include, but are not limited to: New Beginnings, Alternative Schools, The Door, Vocational Training, Cooperative-Technical programming, GED, and Transfer Schools. IABS will ensure that our guidance department is well versed and

knowledgeable about available programs. In addition, our staff will be dedicated to establishing viable relationships with the admissions departments of alternative institutions.

3. Instruction by highly qualified staff.

IABS will continue to utilize a dedicated hiring staff to ensure the identification of qualified instructional staff. All IABS staff members will be encouraged to attend DOE and non-DOE conferences, professional development, and workshop sessions designed to increase the quality of classroom instruction. The school's administration, in cooperation with academic coaches, will continue to monitor and support the improvement of instruction. The classroom observation process will include post and pre observation conferences in an attempt to identify and achieve instructional goals. Teachers will be given the opportunity to participate in an extensive inter-visitation program with their peers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

IABS will continue to participate in professional development for all staff with an emphasis on low achieving areas. In cooperation with New Visions for Public Schools, school staff will continue to attend academic and administrative networks on a monthly basis. Networks will be selected using the following criteria:

- Need basis for low achievement in content areas
- Need basis as voiced by the PA, SLT, student voice team, parents, and staff
- Staff requests
- Availability, scheduling, and location of network meetings

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

IABS will continue to assemble a professional recruiting team to:

- To attend DOE, Teaching Fellows, New Visions, and Collegiate hiring fairs
- To research and utilize professional web-based recruiting resources
- To screen and select potential candidates
- To attend and evaluate demonstration lesson by teaching candidates
- To conduct formal interviews for teaching candidates

6. Strategies to increase parental involvement through means such as family literacy services.

IABS will continue to offer family events, such as:

- Parenting skills
- Arts Education Workshops
- Arts-Based Trips
- College Preparedness Workshops
- Parents-As-Reading Partners, Parents-As-Teachers-At-Home Workshops
- Continuing Education Opportunities (Research and support in applying to institutions)
- Brooklyn College Partnership parent development event to offer literacy and homework training for parent.

7. **Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
Not Applicable
8. **Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
The School Leadership Team, in conjunction with administration, United Federation of Teachers, and the entire school staff will participate in conversations, selection, and implementation of data-driven assessment tools (ie: Princeton Review Periodic Assessment, ELA/Math Assessments, and Regents/RCT exam selections. The content and focus of each exam will determine the appropriateness of its use.
9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards** are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and integration of Federal, State, and local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The administration, in conjunction with the parent coordinator, the PA, and the school staff will collaborate with outside public entities to ensure that all families have access to Federal, State, and City services. Representatives from the following agencies will be invited to the annual IABS Public Services Fair: NYC Food and Nutrition, NYC Housing, Child Health Plus, Human Resources, and the Public Library. Parents will be invited to a workshop in order to use the pre-screening web-based service for all New York City Public Services at https://a858-ihss.nyc.gov/ihss1/en_US/IHSS_homePage.do. This application allows residents of New York City to anonymously inquire about their eligibility for all services offered by the City of New York. We will utilize our computer lab and school library tech center as a resource.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Not applicable to International Arts Business

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program:

The school's ELA curriculum will be evaluated by the ELA teachers, assistant principal, and New Visions support staff. The goal of the evaluation will be to determine the accuracy of alignment between the school's ELA curriculum and the New York State Standards. The format of the evaluation will be teacher observations, student interviews, and document comparisons. Observations of ELA lessons will result in the identification of skills practiced. The instructional objectives will be identified in terms of the New York State Standards. Findings will be identified as relevant or irrelevant to achieving the standards. Recent ELA observations will be reviewed to determine the frequency of instructional patterns.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The school's ELA Regents exam results displayed a decline within the last year. The horizontal alignment of instruction and the state standards were inconsistent among our school's ELA classes. The goals of instruction AND practiced skills differed from class to class, even within grade specific classes. Gaps have been identified in ELA classes. Few classes are integrating listening and speaking skills. A majority of the activities are focusing on reading and writing skills. Despite the increasing level of difficulty in literary materials, specific curriculum maps are not utilized in ELA instruction. Often, the same skills are the focus of classes, year after year.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue

The school will utilize ELA department meetings and common planning time to create schoolwide and department goals for ELA achievement. All lessons will be created in alignment with the state standards. The ELA department will create and institute a intensive course for all 9th grade students.

Our school will hold faculty conferences and individual teacher interviews to determine the areas of deficiencies concerning special education. In addition, students with IEP's currently enrolled in CTT classes will be interviewed to determine the effectiveness of integrated classes.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school has adopted the new Prentice Hall (Integrated Algebra) scope and sequence. The math department, which include a supervisor and a math coach, works with teachers on a weekly basis to make necessary modifications. Teachers evaluated students' understanding through project-based activities.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our 2008-09 Algebra regents results as well as scholarship report expressed the need to modify and create a curriculum more aligned to our needs and State Standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

With our PSO New Visions, the Math Common Planning meetings are focused on differentiating instruction and implementing a modified curriculum that is more aligned to our needs and the State Standards.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed

either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From classroom formal and informal observations, the ELA lessons have a less direct instruction focus. Teachers provide learning stations, project based assignment, pair sharing, and focus on the individual student's needs and interests.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers' employment history will be reviewed through records and DOE databases. The number of new vacancies created by transfers will be determined.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our schools staff has increased tremendously over the last 4 years. The direct cause of this pattern has been the growth of student enrollment. The number of vacancies that have been created by teachers transferring from our school has been minimal. Only 2 vacancies have been created in the last year as a direct result of transfers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will continue to inform our staff of professional development opportunities through our school newsletter, principal's weekly and New Vision newsletters.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ESL staff is alerted to any professional development opportunities available to them on the district level and through New Visions for Schools.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We will continue to share all data relating to our ESL students with the appropriate staff.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ESL staff has been given all the NYSESLAT scores as well as other data in order for them to plan their instructional according.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We hold faculty conferences and individual teacher interviews to determine the areas of deficiencies concerning special education. In addition, students with IEP's currently enrolled in CTT classes will be interviewed to determine the effectiveness of integrated classes.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations have alerted administrators to the lack of differentiated instruction targeting various learning styles and skills. In specific cases, regular education teachers needed additional training in reading and understanding the information included in student IEPs. In addition, individual teachers needed guidance on implementing test accommodations for eligible students. Limited classroom space and staff often becomes an obstacle to effective integration of accommodations.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school has created a special education compliance team, including an assistant principal, special education teacher, IEP coordinator, and school psychologist to offer support for special education and regular education teachers working in CTT settings. Faculty workshops have been scheduled for December, January, and February concerning the new DOE SOPM for Special Education. A new IEP team will be created to address initial and three-year review requests for special services.

ISC staff will conduct a series of on-site professional development sessions relating to writing an IEP, Transitional Services, Exit Summaries, and Related Services.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We have reviewed our current IEPs and noted any that need further elaboration on modifications for the classroom environment or are not properly aligned with the students' goals.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable **Not Applicable**

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have reviewed our current IEPs and noted any that need further elaboration on modifications for the classroom environment or are not properly aligned with the students' goals. All students that are approaching graduation, considering alternative settings, or have been labeled "at-risk" are required to participate in a transitional conference. The conference will explore post secondary opportunities for the student, including education, employment opportunities, and social settings.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to closely monitor all IEPs and offer professional development to our IEP team members to assist them in the process.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 13 students in temporary housing

2. Please describe the services you are planning to provide to the STH population.
IABS along with our CBO Safe Harbor have put together backpacks with school supplies for each of our students in temporary housing.

Our Guidance staff also meets with the students regularly to stay up to date on any changes in residency as well as to offer assistance.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.