



THE HIGH SCHOOL OF FASHION INDUSTRIES

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02 M 600

ADDRESS: 225 WEST 24TH STREET, NEW YORK, N.Y. 10011

TELEPHONE: (212) 255 1235

FAX: (212) 255 4756

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M600 **SCHOOL NAME:** The High School of Fashion Industries

SCHOOL ADDRESS: 225 West 24th Street, New York, N.Y. 10011

SCHOOL TELEPHONE: (212) 255 1235 **FAX:** (212) 255 4756

SCHOOL CONTACT PERSON: Ms. Hilda Nieto **EMAIL ADDRESS:** hnieto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Daryl Blank

PRINCIPAL: Hilda Nieto

UFT CHAPTER LEADER: Jack Sanchez

PARENTS' ASSOCIATION PRESIDENT: Anna Matos

STUDENT REPRESENTATIVE: Kellie Porter; Tonaya McCullugh; Jordan Carter; Meghan Moran
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** Integrated Curriculum and Instruction

SSO NETWORK LEADER: Mr. Michael LaForgia

SUPERINTENDENT: Ms. Elaine Gorman

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
Hilda Nieto	*Principal	
Jack Sanchez	*UFT Chapter Chairperson or Designee	
Anna Matos	*PA/PTA President / Title I Parent Representative	
Not Applicable	DC 37 Representative, if applicable	
Kellie Porter Tonaya McCullough Jordan Carter Meghan Moran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Magda Adamczyk	Member/Teacher/UFT	
Nancy Moore	Member/Administration	
Daryl Blank	Member/Admin/Chairperson	
Claire Goll	Member/Parent	
Cecile Bartlett	Member/Parent	
Patricia Cuffie	Member/ Parent	

Signatures of the members 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.

*** Core (mandatory) SLT members.**

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 successful outcomes of **The High School of Fashion Industries (HSFI)**, an **A** rated school for three consecutive years can be attributed to its dual focus. Students throughout New York City apply to our school because of their interest in our major concentrations in Fashion Design, Art and Illustration or Fashion Marketing. Once here, students balance a full academic program with their major course of study. The result of our educational program yields an impressive four year graduation rate as well as an outstanding college acceptance rate.

From its inception in 1926, **The High School of Fashion Industries (HSFI)** has dedicated itself to developing future leaders in all aspects of the fashion industry, in the both the creative and business areas. HSFI is committed to developing students who are conceptual artists as well as technically adept. HSFI is further committed in its mission to nurture in our students responsibility to self, to family, to community, to our nation and to the planet.

Though **HSFI** is the largest feeder high school to Fashion Institute of Technology; we understand that some of our graduates will be inspired during their education at HSFI to go in a different direction on the post-secondary level. That being said, we provide for our students a range of Advanced Placement and College NOW offerings as well as co-curricular and extracurricular activities (i.e. Human Rights Club, Journalism, Cosmetology, Drama, eight PSAL sports teams, Yoga, collaborations with Lincoln Center Open Stages, Young Playwrights, the Women's Project and Young Audiences) that address a variety of student interests. Longitudinal data reveals that our graduates have majored in Urban Planning, Economics, Business, Engineering, Physics, Teaching and Pre-Law as well as in the fashion and art related fields.

HSFI has strong and long lasting connections to the world of Art and all facets of the fashion industry. These have yielded viable and dynamic partnerships. In the Art related areas, we have successfully collaborated with the ARTS Connection and with the International Center of Photography for over a decade. We have interns placed at the major museums and ongoing mural projects in both the public and private sectors. Our students have had their prototypes and designs displayed in the windows of Saks Fifth Avenue (October – November 2009) and Barney's (Scottsdale, Arizona October 2009).

At the core of the Fashion Design, Art and Fashion Merchandising partnerships is the unwavering support of our Advisory Board, founded in 1932 as the Fashion Crafts Educational Commission, and, in recent years, having undergone a revitalization and name change. It is the members of this Advisory Board who have sustained our students' twenty year participation in the Adopt-a-Student Program, established an endowment fund for college scholarships for our graduates, continued the scholarship support for incentive awards for our 9-12th graders, and have worked alongside the principal in gaining the support of key industry organizations such as the Council of Fashion Designers of America, IMG, the Liz Claiborne Foundation, the Young Menswear Association, the National Association of Men's Sportswear Buyers and the Black Retail Action Group (which in October 2009 awarded 7 of our students \$12,000 in college scholarships). For the past two years, HSFI's collaboration with the Advisory Board founded the highly successful Principal's Internship Program for our juniors and seniors. We kicked off the 2009-10 school year with our students' designs for rainwear accessories in the windows of Saks Fifth Avenue—a perfect example of a HSFI, Advisory Board and industry partnership.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The High School of Fashion Industries			
District:	2	DBN #:	02M600	School BEDS Code #: 310200011600

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungraded			
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					88.4	88.8	90.0		
Kindergarten									
Grade 1									
Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3					98.8	98.9	98.1		
Grade 4									
Grade 5									
Poverty Rate: % of Enrollment									
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					67.7	67.7	63.1		
Grade 8									
Grade 9	513	444	445	Students in Temporary Housing: Total Number					
Grade 10	512	534	477	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	405	387	430		9	9	145		
Grade 12	234	286	330						
Ungraded	3	2	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	1667	1653	1682		12	5	6		
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		
Number in Self-Contained Classes	90	86	76						
No. in Collaborative Team Teaching (CTT) Classes	0	13	22	Principal Suspensions	151	85	97		
Number all others	82	68	72	Superintendent Suspensions	3	0	2		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	N/A	N/A	1607
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	61	49	38	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	6	21	17	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	86	94	94
				Number of Administrators and Other Professionals	27	36	36
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	N/A	2	1
(As of October 31)	2006-07	2007-08	2008-09				
	18	19	11				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.4	0.5	0.4	Percent more than two years teaching in this school	77.3	76.3	78.1
Black or African American	34.2	34.5	38.2	Percent more than five years teaching anywhere	68.2	69.1	69.8
Hispanic or Latino	56.2	55.8	51.6				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	4.1	4.0	Percent Masters Degree or higher	88	87	90
White	5.3	5.1	5.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.1	87.7	98.1
Multi-racial							
Male	8.7	8.9	8.7				
Female	91.3	91.1	91.3				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	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				-	-	
Multiracial				-	-	
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				√	√	
Student groups making AYP in each subject	0	0	0	4	4	1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	93.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	51.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	14	Quality Statement 5: Monitor and Revise	
<p>Note: Progress Report grades are not yet available for District 75 schools.</p>			

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?
-

In a school with close to 1700 students and 109 teaching and guidance personnel, we review our student achievement data first on the department level and then on a school wide level in cabinet. The use of the Progress Report, scholarship reports and ARIS, help us to gather relevant hard data. We examine performance on periodic assessments to the extent that we find these instruments valuable and aligned with instruction. We also rely on soft data and qualitative input on student achievements and challenges from a variety of sources including student focus groups.

At HSFI, we accept students based on their motivation and the quality of their portfolio. That being said, approximately fifty percent of our entering freshmen class typically has not met the standard in middle school ELA and/or Mathematics NYS assessments. This presents a unique set of challenges for a Career and Technical Education School where there is little room for remediation and support classes to be scheduled during the school day. This reality is heightened as students enter the junior year. For those who have not passed the Regents Examinations in Math, Living Environment and Global History, their individual school programs are subject to a removal of their major in order to schedule remedial coursework. To maximize student outcomes and help preserve student motivation via the CTE major, HSFI provides support in the freshmen and sophomore years in literacy and math to the greatest extent that our budget permits.

Our statistics reveal successful outcomes on the core subjects: ELA, Math, Social Studies and Science Regents with our school having met AYP with all subgroups in credit accumulation.

ELA

English Regents Exam

Year	Number Tested	% 55-100	% 65-100	% 85-100
2006-2007	341	99	95	30
2007-2008	403	97	91	30
2008-2009	380	97	93	31

We continue to achieve excellent results across all demographic groups on the English Language Arts Regents; however, we recognize that we need to build on Regents success to continue to develop our students as writers and critical thinkers. As a result, we have expanded our focus on writing conventions in the 9th-grade to include specific weekly grammar goals. If this is a success, we will expand to 10th-grade next year. We have added critical analysis projects in the 11th and 12th grades to more closely align our curriculum with State standards.

Mathematics

Mathematics Regents-Cohort Performance – Four Year Trend

Cohort Year	Number of Students	% Meeting Graduation Requirement
2006	349	97.5%
2007	310	94.8%
2008	330	97.9%
2009	374	97.4%

Performance on Math A and Integrated Algebra Regents Exams

Cohort Year	Number Tested	% 55-100	% 65-100	% 85-100
2006	349	96.4%	83.8%	19.0%
2007	310	93.8%	85.0%	28.7%
2008	330	97.3%	88.7%	25.2%
2009	374	95.3%	89.6%	21.9%

Performance on Math B Regents Exam

Year	Number Tested	% 55-100	% 65-100	% 85-100
06/08	63	43%	29%	5%
06/09	53	92.5%	73.6%	16%

On a whole, our student data reflects strong results on the first Mathematics Regents and continuous improvement on both examinations (Math B).

A detailed analysis of those students who do not meet the math graduation requirements reveals that most of these students are also having difficulties in meeting graduation requirements in the other academic subjects. The Math Regents exam grade distribution demonstrates that the proportion of students who pass the Mathematics Regents with a score between 55% and 64% continues to be lower. These students meet the graduation requirements for a local diploma, but they do not meet the requirements for a Regents diploma. We administer both the Mathematics Regents and the RCT to special needs students.

Science

One of our recent successes is in Science. In 2009, our sophomores sat for a second science Regents--the Regents in Earth Science--and a substantial number of them earned Regents credit, poising them for an opportunity to earn an Advanced Regents diploma. This achievement is compounded when we take into consideration that at HSFI the intensive CTE course sequence in junior year does not permit room in the student schedule for science. Student demand for Advanced Placement Biology yielded a new course on the code deck. Interested seniors are given the opportunity to take Physics, a course in which our students excel. Let's examine the Science program in more careful detail.

Science-Cohort Performance – Three Year Trend

Cohort Year	Number of Students	% Meeting Graduation Requirement
2006	354	93.5%
2007	311	96.10%
2008	331	97%
2009	373	99%

Overall Performance on Science Living Environment Regents Exam

Year	Number Tested	% 55-100	% 65-100	% 85-100
2005-2006	125	96.%	88.3%	20%
2006-2007	356	96 %	87 %	9%
2007-2008	714	96 %	83 %	13 %
2008-2009	469	95%	86%	16%

Overall Performance on Other Science Regents Exams:

Subject		Number Tested	Below 65%	% 65-100	% 85-100
Physics	June 2006	26	15%	85%	4%
	June 2007	29	0%	100%	25%
	June 2008	N/A	N/A	N/A	N/A
	June 2009	53	19%	81%	6%
Earth Science	June 2006	221	38%	62%	6%
	June 2007	63	35%	65%	19%
	June 2008	N/A	N/A	N/A	N/A
	June 2009	293	38%	62%	11%

The trend of the science performance statistics shows a consistently high pass rate on the Living Environment Regents exam with a score of 65% or above (86%). Over 95% of students within a cohort consistently meet graduation requirements in science (in the past 3 years) and gradually increases each year. 99% of the 2009 cohort met graduation requirements in science.

A detailed analysis of students who do not meet the graduation requirements in science reveals that these students also have difficulties in meeting graduation requirements in other academic subjects, including Math, English Language Arts, and Social Studies.

Beginning with the 2007-2008 school year, we offered all our freshmen, including those who had scored 1s and 2s on the middle school literacy assessment, the Living Environment course in one year, while the sophomores were finishing up a two year cycle. Eighty three percent (83%) of the students passed the Living Environment exam with a 65% or above, the sophomore cohort (2010) pass rate was 87%. The change to a one year sequence was successful, with 88% of the Cohort 2012 passing with 65 and above. The grade distributions statistics also show that only a small but increasing proportion of students scoring on the high side of the score distribution, that is, between 85-100%.

Support service statistics have also improved. Eighty five percent (85%) of Support Services students scored 55 and above and 65% scored 65 and above on the Living Environment Regents exam.

Students overall are completing the laboratory requirement for Regents examinations during the allocated class time in higher numbers. Our needs assessment in this area reveals that there is still a need for providing laboratory make-ups and that these sessions have led to successful student outcomes.

Social Studies

The incoming class of 2009 will need to score 65 or higher on all five Regents examinations in order to earn a Regents diploma. The local diploma that allows students to graduate with a passing score on the one or two of the Regents examinations between 55-64 (a support for ELL students, resource room students and our special needs population) will be phased out.

For the past three years, the Social Studies department has focused on the 65+ data as the success indicator. There are two required Regents examinations in the area of Social Studies—the two year comprehensive Regents in Global History and Geography administered at the end of the sophomore year and the Regents in United States History and Government given in January of the senior year.

Our students demonstrate strong passing rates on both examinations especially when compared to peer-horizon schools, city wide and NYS statistics. HSFI passing rates at or above 65 for the Regents in United States History and Government have been excellent with our students achieving 86% (2006); 86% (2007), 88% (2008) and 89% (2009). This achievement is underscored by an increasing number of seniors each year scoring at the 85 or higher. The results on the Regents in Global History and Geography have been strong 75% (2006); 67% (2007), 73% (2008) and 71% (2009) at the Regents diploma level with close to 88% percent each year scoring at Regents diploma level. For those who have not earned Regents credit during the first administration of the examination, there has been a high success rate after taking one semester of remediation.

CTE Majors

The Art Regents is given each year to those Art seniors who have met the extensive portfolio requirement. Over ninety percent, of those who sit for the Art Regents, pass it. The seniors in Fashion Design as well as those in Fashion Marketing sit for an intensive in-house exit assessment. Typically, over eighty percent of seniors pass these assessments.

Consistent student attendance in Career and Technical Education classes yields a high passing rate in all three majors from freshmen through junior years. Lateness, senioritis and “life outside of school” (i.e. after school jobs that many of seniors take on in order to pay for senior year activities and college applications) impact the passing rates in senior year CTE classes, noticeably in Fashion Design and Fashion Marketing and we see a slight dip in credit accumulation in these classes. Bearing in mind that that NYC only requires ten credits of CTE classes for CTE endorsement, this dip does not

typically affect student graduation rates. Generally, we do not permit a senior to drop his or her major unless their graduation is at stake and room is needed in their program for an academic course.

HSFI's efforts in developing and implementing project based cross-major experiences (i.e. the Visual Marketing/Art/Fashion Design holiday display windows with Barney's, the Art/Allegrri/Saks Fifth Avenue rainwear accessories project) have been successful in creating increased connections to school, motivation as well as work based learning experiences for our seniors.

At the heart of HSFI's continuous improvement stands a culture that is open to new ideas, constructive criticism and input from its staff, parents and students. Leadership capacity is built within each constituency. When our seniors felt they wanted to share their growth experiences as students with others, we developed a Peer Leadership Program that meets monthly with all HSFI and is one hundred twenty students strong. When our parent leaders wanted to build a school garden, the school assisted them in obtaining grant funding from the Mollie Parnis Foundation and reached out to Science personnel to connect the project to instruction in the Living Environment course.

A significant aid to HSFI's continuous improvement is the programming of common planning time for our core subject teachers. This provides a structure that permits academic departments to meet and reflect on curriculum, instruction as well as partake in focus groups. Due to the block programming of our CTE majors, we are not able to program common planning time for our CTE major departments leaving these teachers with only faculty or department conferences and professional development days to meet, review data, revise curriculum, etc.

Part of the success of HSFI can be attributed to the CTE majors that foster the development of informal "house" structure within our large school. These communities give students an opportunity to develop peer networks and have access to specific teachers who get to know them well over their four year stay at HSFI. These positive connections to teachers support student achievement.

A barrier to HSFI's continuous improvement is the department structure that often results in an inward focus on content and practice within a discipline. Though collaborations between departments are common at HSFI, more work needs to be done in this area to create professional learning communities that cut across departments and connect to our majors. There needs to be deeper connections built between the academic subjects and CTE majors. In 2009-10, our Professional Learning Communities will expand to inter-departmental teams that will focus on key issues related to student achievement and the continuous enrichment of our school culture.

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 I – Beginning in October 2009 and continuing through June 2010, one hundred percent of the school faculty will participate in a minimum of nine sessions of interdepartmental Professional Learning Communities, each with an instructional focus.

As mentioned in the needs assessment section, HSFI academic and CTE departments devote significant time on addressing the instructional needs of our students. On a whole, they have been quite successful with the majority of our students in increasing academic achievement. Beginning in August 2009, the supervisory cabinet will engage in crafting the professional development plan for the year. This plan will go beyond the department wide initiatives that our department specific Professional Learning Communities will be continuing into 2009-10 and will lead to organizing the faculty into interdepartmental teams. In our collective work towards helping each student to succeed and fortifying our own practice, this year, we will work in teams across all departments and use an inquiry approach in addressing key questions and topics that we have identified as a community. These are:

1. What common skills and proficiencies do we expect our students to have by the end of 9th grade? What organizational strategies and study skills can support ninth grade achievement?
2. What factors lead to the tenth grade dip in performance and achievement amongst many students?
3. How do we keep our eleventh graders focused, achieving academically and support students in the college exploration process?
4. How do we keep seniors motivated and academically successful? How can we support the transition to college?
5. How can we use the I.E.P. (Individualized Educational Plan) to inform the instruction and support the learning of our English Language Learners in the General Education classroom? What should instruction look like in a Collaborative Team Teaching classroom? What are the goals of CTT? What are the essential elements of a viable intervention program for CTT students?
6. How can we increase the achievement of boys at HSFI?
7. How do we use our PSAT student data to drive instruction (Math and ELA)?
8. How do we incorporate technology into instruction?
9. What are the elements of a successful grant? How do we identify grants for HSFI that will support student achievement?
10. How can we use art and music to help further student success in core academic subjects by engaging multiple intelligences? (Example; Jazz and American History)

This menu was developed with teacher and counselor input as well as the input of the assistant principals and principal. We wish to especially thank: Ms. Fiore, Mr. Jones, Mr. Duke, Ms. Serrano, Mr. Rodrigues, Mr. Corby, Mr. Sanchez, Ms. Moore, Mr. Blank, Ms. Lasky, Ms. Frank, Ms. Wilson, Mr. Lipschutz, Ms. Lobhai. Feedback from the responses to the school PD survey that the principal conducted with the faculty spring 2009 was also taken into account in the development of this menu.

Additionally, beginning in the spring 2010 and continuing through the end of the year, we will move into horizontal and vertical grade teams identifying the skills and proficiencies required of each grade and how these can be learned by all our students. We will also critically examine ninth through twelfth grade course work, grading practices and performance, and attempt to determine how we can best prepare our students for successful post-secondary experiences.

Goal 2 Beginning in January 2010 and continuing through June 2010, through the utilization of a computer assisted program, we will reduce student lateness to periods 1 and 2 classes by 20%.

HSFI is a commuter school, with most students traveling an average of one hour to and from school. Many students commute on a daily basis from Staten Island and the furthest reaches of the Bronx, Brooklyn and Queens (i.e. Pelham, Ozone Park, Canarsie) That being said, we understand that on any given day our public transportation system may make some of our students late for school. We also take into consideration that many families need their high school age child to take a younger sibling(s) to school before beginning their own commute.

Though we have had an outstanding 92.3% attendance for September 2009 and continued to achieve a plus 90% for the fall semester, we must continue to address the issue of periods 1 and 2 lateness. Approximately 150 students arrive late to school on any given morning, that is 8% of our student population. Sadly, student lateness often leads to students earning lower grades or failing a course.

In response to an examination of the fall 2008 scholarship data for periods 1 and 2 classes, the A.P. of Social Studies and his teachers determined that several students had failed their Social Studies class due to lateness. This, in turn, led to the A.P. Social Studies developing a system to address periods 1 and 2 student lateness. It was quite labor intensive and required the A.P. to be in his office periods 1 and 2 and to speak individually to students who had arrived late to class, following up these conversations with a call to the parents/guardians in the students' presence. Improvement was noted in attendance; but the time on task for the administrator was excessive and there were no other available human resources to assist.

In late 2009, we identified computer assisted systems that could handle this task and arrived at a combination of a CASS supported program plus the use of a nationally recognized Tardy Eliminator Program. During the fall of 2009, the extensive preparation and groundwork was done. The computer assisted programs will be launched in February 2010. Our expectation is that it will reduce the average number of student morning lateness by 20% during the spring 2010 semester and yield an increase in period 1 and 2 passing rates.

Goal 3 Beginning in September 2009 and continuing through June 2010, 75% of our seniors presently enrolled in CTE major classes will participate in a minimum of one collaborative work-based learning experience that cuts across our CTE majors and/or highlight our partnerships with industry.

We have found participation in work-based learning opportunities to be positively correlated with student achievement. Our juniors and seniors have clamored for opportunities to work on projects with peers from other CTE major departments. This academic year, one junior class and

approximately 75% of our seniors will participate in work based learning opportunities that will utilize their boundless creativity and talent as well as the concepts and skills they have acquired during the four years of CTE coursework. To the greatest extent possible, our students will be working not only with their CTE teachers but also with representatives from our industry partnerships. The experience they will gain, in the course of working on cross-major teams, as well as the products yielded, will be invaluable as they move towards post-secondary learning. We anticipate that students will incorporate these projects into their portfolios and resumes and that their participation in these projects will give them the “edge” they need in obtaining competitive internships.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assistant Principals will twice meet monthly to discuss the progress and accomplishments of the inquiry research of professional learning communities. In addition to process, indicators for success will be established for each PLC. Adjustments will be made as needed. Ultimately, our expectation is that student outcomes will be positively influenced by the work of the PLCs.</p>
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Subject/Area (where relevant): Goal 2 – Period 1 and 2 Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Beginning in January 2010 and continuing through June 2010, through the utilization of a computer assisted program, we will reduce student lateness to periods 1 and 2 classes by 20%.</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>Fall semester, we will conduct extensive examination of all parent data with a focus on having accurate contact information (e-mails, telephone numbers), revise our records and create files that will support the computer assisted tardy eliminator program. We will announce the program to HSF1 families and staff in the Parent Newsletter and Weekly Bulletins. In October, we will enlist the Parent Association and Parent Coordinator in creating a comprehensive parent e-mail distribution listing. A.P. Social Studies, A.P. Guidance, A.P. Organization, A. P. Administration, Attendance Coordinator and Principal will meet in a variety of configurations to develop comprehensive implementation plan and allocate human and financial resources. In December and early January, our A.P. Guidance will reach out to the DOE and our data consultant to ensure proper articulation, accuracy of parent and student data and alignment of computer software systems</p>
<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>	<p>General funds will be utilized for purchasing of Tardy Eliminator Program. (TEP), hardware and for payment of per session for a TEP Coordinator (an Educational Paraprofessional). Training will take place in mid-January with a launch date of February 2, 2010.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The program will issue a variety of periodic reports and relevant data for our use. Initially, we will be interested in the daily print outs as well as the weekly and monthly reports. We will gather data on lateness to specific subject classes, commuting distance, etc. to determine patterns and other information that may assist us in pinpointing the source of lateness for our students.</p>

Subject/Area (where relevant): Goal 3 Fashion Design, Fashion and Visual Merchandising, Art

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Beginning in September 2009 and continuing through June 2010, 75% of our seniors presently enrolled in CTE major classes will participate in a minimum of one collaborative work-based learning experience that cuts across our CTE majors and/or highlight our partnerships with industry.</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>By June 2010, 320 seniors and 34 juniors will have participated in a minimum of one work-based learning experiences linked with industry partners and/or which cut across the three CTE Majors: Allegri/Saks Fifth Avenue Art project; Barney’s Fashion Marketing, Fashion Design and Art holiday display windows based on Beatrix Potter’s “Tailor of Gloucester:” “The Mannequin is Our Muse” competition (Barney’s); the Vanilla Star design competition; the Golden Needle Competition; the 2010 Senior Fashion Show Gala collaboration with the Advisory Board and their affiliates and the gallery show in June at the National Arts Club. A minimum of twenty seniors will participate in the Principal’s Internship Program.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>VTEA funding and General Funds will be used to support the cross major projects that will support per session for teachers, the purchasing of needed equipment, materials, etc.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Early October, Art and Fashion Design candidate will submit mannequin to Barney’s Mannequin as Muse Competition) October 17 and 18, student mannequin design displayed at the Scottsdale, Arizona Fashion Square Mall) alongside Simon Donnan’s. October 21st – Reception at Saks Fifth Avenue for Art students involved in Allegri Project October 21-November 6 Student Designs Displayed in three windows of Saks Fifth Avenue</p>

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<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>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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	475		75			30	32	105
10		350		120	68	31	28	165
11	353*				120	26	14	230
12					126	25	6	210

***reduced size ELA class first semester of junior year leading to Regents**

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:	Reduced size English supplemental classes for students at greatest risk of failing to meet promotional criteria in ELA offered to freshmen during the day. Double period Scholastic READ 180 class offered to selected 9 th grade support services and GenEd freshmen. Support services students receive a double period of literacy support in 9 th and 10 th year. Reduced size English 5 (E5) classes leading to the English Regents during the school day. Study Skills for freshmen offered during the school day as an additional class. After school tutoring for the ELA Regents, RCT Writing and Reading. ELL students receive an additional English class during freshmen year. Study Skills with a literacy focus offered as additional half term class both semesters to all freshmen.
Mathematics:	Reduced size math 10 th grade supplemental classes for students to help meet the promotional criteria in mathematics and to pass the Integrated Algebra examination. These classes offered as an additional class during the day. Tutoring offered during the school day and after school.
Science:	Small group tutoring provided during lunch periods for students. Make up labs available. Regents tutoring provided after school and/or Saturdays four weeks prior to next administration of Regents examination.
Social Studies:	Reduced size Global History (H4) classes during school day in preparation for the Global History and Geography Regents .After school tutoring and Saturday tutoring in both Global History and United States History and Government. Reduced size (H6) class leading towards the U.S. History and Government Regents.
At-risk Services Provided by the Guidance Counselor:	Seven guidance counselors work with at risk students and make in-house referrals to the school social worker and to the A.P. of Instructional Support Services when necessary. Two related service providers work with at-risk special needs students. Students are referred to outside agencies such as The Door, Mount Sinai Adolescent Health Center and the NYU Child Study Center.
At-risk Services Provided by the School Psychologist:	Periodic evaluations of special needs students and at-risk students and recommendations made to school social worker and guidance counselors as well as outside agencies, out patient and in-patient facilities.
At-risk Services Provided by the Social Worker:	Weekly meetings with at-risk students. Connecting with outside agencies for students with mandated counseling.

At-risk Health-related Services:

Services of a nurse and Health Coordinator. STD screening and counseling on site, vision and hearing screening services, condom distribution.

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 (2009-2010) LAP to this CEP.

**High School of Fashion Industries
BEDS Code 317800010600
Hilda Nieto, Principal**

Part I.

The Language Allocation Team for the High School of Fashion Industries is comprised of the Principal, Hilda Nieto, the Assistant Principal of Language Arts, Nancy Moore, Assistant Principal of Support Services, Joyce Wilson, Parent Coordinator, Milagros Colon, Science Teacher, Isabel De La Rosa, ESL Teachers, Nadera Rezwi and Mark Pacheco.

Fashion Industries is a Career and Technical school located in the Chelsea neighborhood of Manhattan that provides students with a rigorous academic program as well as specialized instruction in Fashion-related fields. We have an enrollment of approximately 1600 students. We accept students from all five boroughs through an eighth-grade Admissions testing and portfolio process.

We have 49 ELLs: 84% are Spanish-speakers (The balance speaks Chinese and Korean). ELLs comprises 3% of our student population. Based on the results of the 2009 NYSESLAT 30% of our ELLs tested at the Proficient level, 33% the Advanced level, 33% Intermediate and 3% Beginning level.

We have two licensed ESL Teachers and three licensed Bilingual teachers (two in Math, one in Special Education and one in Fashion Design). We also have three teachers who teach academic classes These Spanish-fluent teachers do not currently hold a Bilingual Extension, though one Science teacher is working on her Bilingual Extension. We are always on the look out for qualified and talented teachers for Science and Social Studies who have the Bilingual extension to replace teachers who have retired over the years.

Part II

Our Assistant Principal of Language Arts (AP) works closely with the Admissions Director to carefully identify any incoming ELL. Almost all of our students enter the school through an eighth-grade admissions process. We take in few students over-the-counter (OTC). However, we look carefully at the OTCs and students entering from private school to be sure that a Home Language Survey (HLIS) is accurately completed by the parent and program choices are explained. The HLIS is administered only by this Assistant Principal or the bilingual-Spanish Admissions Director. Based on the information collected on the HLIS, the AP or ESL teacher administers the LAB-R if needed. If the student is determined to be an ELL, the AP, with the assistance of the Spanish-Bilingual Parent Coordinator, arranges a meeting with the parent to explain the program choices. Entitlement letters are sent out in the students’ home language and Program Forms are collected by the AP. Once the term begins, the AP runs the Admit Report weekly to identify any other OTCs. The AP of Language Arts is also responsible for reviewing the yearly NYSESLAT results and ensuring that students are programmed for the required minutes of instruction based on these results.

Historically, we have not had 20 students per grade, or on two contiguous grades with the same home language who have come from a middle school Transitional Bilingual Education (TBE) program or OTCs whose parents choose TBE. We only offer the option of students eligible for ESL being placed in the freestanding ESL program. Therefore, entitled ELLs are programmed in ESL program only. We will continue to build our program so that we can offer the choice.

Where possible, we do program our Spanish-speaking ELLs in content courses (math, science and history) taught by Spanish-speaking teachers.

Each year, for the past three years we have had only two incoming students with no home language code. The AP of Language Arts has conference in person or by phone with the parents to complete the survey. In all cases the Home Language was English. Also each year, approximately one or two students have been “E-coded.” The same AP or ESL teacher administered the LAB-R. In all cases the result was that the student was not entitled to ESL services. In any future situations where a tested student is eligible, the AP with the Spanish-speaking Parent Coordinator (or a staff member who speaks the home language) would meet with the parent to explain and distribute the Parent Survey and Program Selection form. Because for the past three years, no student required services based on a LAB-R administered here, we do not have an observable trend.

Part III

We have 49 ELLs. Three are SIFE (all long-term); four are newcomers; eight are 4-6 year ELLs; 37 are long-term; 28 are Special Education students (all long-term). 41 of the ELLs have Spanish as a home language (17 9th-grade, 10 10th-grade, 10 11th-grade, 4 12th-grade). Six of our ELLs have Chinese as a Home Language (Two each in 9th, 11th, and 12th-grades). Two of our ELLs have a home language of Korean (both in 10th-grade).

We have a freestanding ESL model in compliance with CR Part 154 which includes double-block units of study five days a week (450 minutes/week) for most of our Intermediate students and a single-block or more (225 minutes/week) for all of our Advanced students. We have three beginning students. One is X-coded. The other two receive a third period of instruction with a licensed ESL or Bilingual teacher for a total of 540 minutes per week of instruction. The classes are organized by student’s grade (9 – 12) with heterogeneous groupings of proficiency levels. Within these classes we differentiate instruction by using diagnostic assessment (i.e. Acuity, ESL predictive, teacher constructed) to pinpoint student need and to provide appropriate instruction using varying methodologies including cooperative learning and individual student-teacher conferencing. For our SIFE students, we also use diagnostic assessment to pinpoint academic need and differentiate instruction in the classroom as well as encouraging students to come for the after-school Academy. The AP reviews the NYSESLAT results each year and communicates the programming needs to the programmer based on these results. The 9th and 10th-grade Spanish-speaking ELLs are programmed with Spanish-speaking math teachers who have Bilingual licenses.

The ESL Teachers are part of a joint department with the ELA teachers. The two ESL teachers hold ESL licenses; in addition, one holds an English license. They plan and attend professional development together and with the ELA Department as a whole. The curriculum for the ESL classes mirrors the content and the rigor of the ELA program by grade. In the freestanding ESL classes, one period a day mirrors the curriculum of the corresponding ELA course. For example, a lesson may focus on a particular ELA Regents task or research project, but the teachers scaffold the information to help the students build academic language. Teachers also emphasize spoken language skills by having students work cooperatively in groups and prepare oral presentations. In the second block period of freestanding ESL each

day, the teachers emphasize skills that bridge to other academic subjects. For example, a teacher may plan a unit on reading and writing about issues relating to the study of the natural world.

In addition to these classes, through our Title III funding we have an ESL Academy after school run by an ESL teacher, a Spanish teacher and a bilingual Science teacher where students can get assistance with all their course work. We also offer a Spanish Native Language Academy run by a Spanish teacher where our Spanish-speaking ELLs can get academic support in Spanish.

We support the ELLs performance in Regents exams both through class instruction and the After-School ESL Academy. Here we provide assistance with English skills and specifically provide support in science. In addition, we provide ongoing subject-specific tutoring leading up to each major exam. In the Ninth-grade, we offer two different levels of Spanish Language for Native speakers. In these classes, Spanish-speaking students have the opportunity to improve their skills in their Native Language.

School staff helps ELLs transition for middle school to high school through the Spanish-Bilingual Admissions Director and Parent Coordinator.

The AP Language Arts evaluates the records of incoming ELLs to identify to ensure proper placement and identify any SIFE students or newcomers. With the support of the ESL teacher, the student would be encouraged to attend the After-School ESL academy. In addition, the ESL teacher differentiates instruction in the classroom to meet the needs of the student. A newcomer is buddies up in the classroom with a student who speaks the same language to help him or her make a comfortable transition to high school.

Approximately 38% of our ELLs are long-term. Most are Special Needs students with learning disabilities. We support these students by moving them from self-contained ESL classes to mixed ELA classes supported by a supplemental ESL program. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. Starting last year, we have done more intensive preparation for the NYSESLAT. Some of our students are not good standardized test-takers. By familiarizing them with the construction of the test, this will reduce anxiety and help us get a better reading of their abilities.

Also, in terms of ELLs with special needs, testing is conducted in the student's native language and Spanish-speaking students receive counseling by a licensed bilingual Social Worker. Our bilingual ERSSA Social Worker also provides additional support. Once identified, these students are tracked from grades 9 through 12 and referred to available tutoring programs (in each subject area), before, during, and after school as well as the ESL Academy. Additional support is provided by a bilingual para-professional in subject area classes, and reference materials are also available in the student's native language.

In addition, though we don't have a formal Bilingual program, our Spanish-speaking ELLs are programmed in a class with Spanish-speaking teachers in Math, Social Studies and Science. In these self-contained classes, students receive the same materials and preparation as the general population but review the material with language support. This year we are bringing in support software for science in Spanish.

For example, our bilingual Social Studies teachers use multiple instructional approaches and methods including: reading aloud, visuals, multimedia including film and PowerPoint presentations. The curriculum is generally taught at a modified pace as compared to the general population. Various assessments (both formal and informal) are given in order to determine the level of comprehension before a new topic is started.

We have several different instructional materials for our ELL students including: Spanish textbooks, glossaries, and handouts that are modified for ELL students and in-class libraries in English and Spanish. These materials are distributed at the teacher's discretion. We continue to expand this area. We assist our Special Education ELLs through a computer assisted reading program called READ 180.

For our recently proficient ELLs, we continue to offer individualized tutoring through our Title III Academy. The AP Language Arts works with the testing coordinator to ensure that these students get the testing modifications they remain entitled to.

ELLs have equal-access to all extra-curricular activities. Those activities are described in a chart below. These activities are posted throughout the school, announce daily and sent home to parents. In addition we offer specific after-school support to our ELLs through the Title III ESL and NLA Academies.

FALL 2009 EXTRACURRICULAR ACTIVITIES LISTING

ACTIVITY	SUPERVISOR	ROOM NUMBER	MEETING TIMES
Accessories Club	Ms. Riser	927	Tuesday, Wednesday, 4:00
Anime Club	Mr. Heaton	321	Thursdays; 3:45 p.m.
Bowling (Boys)	Ms. Wellen	Auditorium	Monday-Friday 4:00 p.m.
Bowling (Girls)	Ms. McGowan	844	September-November, Days vary – 3:45 p.m.
Cheer	Ms. Gibson	Auditorium	Tuesdays and Thursdays; 4:00-5:30 p.m.
Chit Chat: Read, Relax And Research!	Ms. Dahill	501	Mondays-Fridays; 3:00-4:30 p.m.
Cosmetology Club	Ms. Barnett	721	Tuesdays; 3:45 p.m.
Creative Writing Club	Ms. Avril	229	Wednesdays; 3:45 p.m.
DECA	Ms. Serrano	742	Tuesdays; 3:45 p.m.
Drama Club	Ms. Hibbert	925	Wednesdays; 3:45-4:30 p.m.
ESL Academy	Spanish and ESL teachers	645	Tuesdays and Thursdays; 3:00-4:30 p.m.
ESL Science Academy	DeLa Rosa	645	Thursdays; 3:00-4:30 p.m.
Fashion Cares	Ms. Keele	723	Thursdays; 3:45 p.m.
Gay Straight Alliance	Ms. Gonzalez	TBD	TBD
Hip Hop/Reggae Dance Team	Ms. Paz	TBD	Mondays; 3:45 p.m.

Human Rights Club	Mr. Leftwich	940	Wednesdays; 3:45 p.m.
Microsoft Office Systems	Ms. Chase	221	Mondays; 3:45 p.m.
Photography Club	Ms. Boulamaali and Mr. Newman	243	Tuesdays and Thursdays 3:45 p.m. (select students)
Prom Committee	Ms. Medina	TBD	November - June (Juniors-Seniors) - TBD
Publications	Ms. Adamczyk	940	Tuesdays; 3:45 p.m.
Rif Raf Book Club	Ms. Moore	225	Some Wednesdays; 3:45-4:30 p.m.
Soccer	Mr. Kilpatrick	Varies	Varies
Softball/Volleyball	Ms. Sostre	3 rd Fl. Gym and Chelsea Park	Mondays to Fridays 3:45 p.m. and some Weekends
Spanish Native Language Academy	Vega	923	Wednesdays; 3:00- 4:30 p.m.
Step and Double Dutch	Ms. David	Student's Café	Wednesdays; 4:00 p.m.
Swim Team (Girls)	Ms. Ocol and Ms. Wallin	519 or Rec Centre Pool	Mondays to Thursdays; Fridays optional; 3:45 p.m.

In terms of professional development, the ESL Teachers will meet a minimum of once a month during the common planning period to review curriculum, share strategies and discuss individual student progress, and monthly with the AP in both grade focus groups and with the full ELA department. The ESL Teachers and AP regularly attend conferences offered by the DOE. This year, the focus will be on attending conferences that address differentiating for Special Needs ELLs as this is our largest group of long-term ELLs. The AP ELA meets with all Supervisory APs to review the LAP. In turn, these APs meet with their respective departments to train teachers on the LAP and to discuss subject-specific instructional methodologies in teaching ELLs. We are particularly focusing on Tier 3 vocabulary acquisition in content areas and are exploring this both within departments and across the curriculum in our professional Learning Communities. All new teachers in the building will receive 7.5 hours of training on ELL strategies during the monthly new teacher workshops with the Principal. A series of five workshops will be offered throughout the year for academic teachers focusing on topics such as use of expressive writing to explore academic subjects, cooperative learning strategies, family-partnerships. An orientation session is offered for parents in the June prior to the start of the new school year. A freshman orientation is held on the first day of school. These sessions offer parents and students a chance to become familiar with the school and ask questions. The Parent Coordinator can arrange for translation assistance at these sessions for anyone with a language other than Spanish or English.

Our Parent Coordinator and Admissions director are bilingual Spanish-speakers. In the past we offered two Parent Academies throughout the year, but participation was low. We have experimented with times and days to hold the meetings with little effect. This year, our Parent Coordinator will conduct a parent survey in Spanish and English of the ways we best can reach and involve this population. Translators are provided for parent meetings and conferences. The Parent-Coordinator also informs parents of DOE or Community based workshops and educational opportunities.

The Parent Coordinator sends important information to parents in both English and Spanish via mailings and Phone-masters. E-mails are sent in English and responded to in both English and Spanish. The Parent Newsletter is sent home in both English and Spanish. We do use CBOs for workshops as well provide translations for ELL parents. A parent survey goes out from the Parent Coordinator twice a year to evaluate the needs of the parents. Ideas from the parent-surveys, are incorporated into workshops that they have a interest or need for. This year we are also using translation headphones for use at the Parent Association meetings.

Part IV

As of the 2009 NYSESLAT, we had two Beginners, 24 Intermediates, and 23 Advanced ELLs. In terms of Listening/Speaking we have no Beginners, six Intermediate (two in 9th-grade, one in 10th, two in 11th, one in 12th), twenty Advanced (six in 9th-grade, seven in 10th, four in 11th and three in 12th). In terms of Reading/Writing, we have 2 Beginners (both in 9th-grade), 22 Intermediates (nine in 9th-grade, six in both 10th and 11th, and one in 12th), 21 Advanced (eight 9th-grade, five in 10th and 11th and three in 12th). Based on NYSESLAT results it is clear that ELLs across all four grades need the most help on Reading and Writing though we do see progress as students' progress through the grades. These skills are emphasized in both the free-standing classrooms and the Title III after-school academy. We bring in additional reading resources to be able to better differentiate based on student interest. We are also working with a teaching artist from City College on a creative writing program in the 9th and 10th-grade ESL classes. We support our Native Spanish-speakers by offering two levels on NLA Spanish to build reading and writing skills in Spanish through rigorous study of literature and research projects in the 9th-grade. We have begun the use the periodic ELL assessment in addition to Acuity testing to pinpoint students' needs and better focus instruction. The feedback is closely aligned to the actual NYSESLAT data. In both cases we can pinpoint the more Beginning level students and provide additional support in Speaking and Listening as well. We have found it is particularly effective to have students work in small groups with a more proficient student who shares the Native language. This helps build confidence.

The main measure of success for our ELLs is their success on the five required Regents and an on-time graduation rate. ELLs take these exams with bilingual glossaries provided and are offered the option of taking it in the native language where applicable. Our ELLs perform below the general population on the Regents, particularly in Global and Math, and generally have to repeat the test more than once. ELLs are programmed to get extra Math assistance leading to the exam in a 10th-period class. Lunch-time tutoring is also provided. After-school tutoring is provided for Global history. That department is particularly focusing on a vocabulary initiative to assist ELLs in building Tier 2 and 3 vocabularies.

Part B: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Grade Level(s) 9-12 **Number of Students to be Served 2009-10:** 49 **LEP** 1550 **Non-LEP**

Number of Teachers 95 **Other Staff (Specify)** Administrators (10), Guidance Counselors (7), Paras (7)

School Building Instructional Program/Professional Development Overview

Fashion Industries is a Career and Technical school located in the Chelsea neighborhood of Manhattan that provides students with a rigorous academic program as well as specialized instruction in Fashion-related fields. We have an enrollment of approximately 1600 students. We accept students from all five boroughs through an eighth-grade Admissions testing and portfolio process.

We have (2009-10) 50 ELLs: 84% are Spanish-speakers (The balance speaks Chinese and Korean). On average, ELLs comprises 3% of our student population. Based on the results of the 2009 NYSESLAT 30% of our ELLs tested at the Proficient level, 33% the Advanced level, 33% Intermediate and 3% Beginning level. Four of our ELLs are newcomers (three years or less), and 38 are long-term (more than six years). Three are SIFE students.

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The school will conduct the same instructional activity as evidenced in last year's Title III proposal. This was an after-school ESL Academy with a focus on Reading and Writing skills and a Spanish Native Language Academy. This year's after-school ESL program which will be conducted by four teachers (two ESL, one Spanish/ESL one bilingual Science) for approximately 20 students, will meet on Monday through Thursday from 3 – 5 PM for 30 weeks from September 2009 to June 2010. In addition, we will run a Native Language (Spanish) Academy on Wednesdays for 30 weeks from September to June—3:00- 5:00 PM conducted by a Spanish teacher who holds an ESL license. An average of five students is expected at each session. The purpose of the native Language Academy is to help students gain support in their

academic subjects by scaffolding prior knowledge in Spanish. We have a full range of books and materials in the Academy room to provide support in writing and reading. For this year we have also used Title III funds to purchase a ESL and a Spanish library so that students will be able to select high-interest level-appropriate reading materials. The AP of Language Arts is the supervisor in charge of this program.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All teachers will explore ESL teaching strategies in their monthly department meetings. This exploration will be rooted in a document that we created on inter-disciplinary strategies. Each department will explore how these strategies can be applied to the specific discipline. In addition, the two ESL teachers work together on a daily basis during a common prep period to articulate student needs and share curriculum resources. They will organize their discussions around the text, *The Differentiated Classroom (Tomlinson)*. They will also work on aligning the ESL curriculum maps to NYS Standards. This year will be devoted to using ARIS to pinpoint student needs.

With Title III funds, we will also have one ESL teacher attend a series of workshops on strategies to build literacy for Special Needs ELLs. Finally, we will have a consultant conduct a series of workshops to support the Global History department’s vocabulary initiative.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

We will hold three Parent Academies throughout the year. We will invite parents to come in and meet the ESL teachers and the Parent Coordinator to explain the ESL program and offer assistance. These meetings will take place in September, October and March in from approximately 4-6 PM. The first meeting will be an introduction and overview of the ESL program, the second will be assistance in parent-teacher communication, the third will deal with helping parents look at data (ARIS, transcripts...) to understand their children’s progress.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe)	\$11,950	ESL Student Academy—September to June, four teacher= 160 per session hours @ \$50 hr= 8000

benefits)		NLA Academy—September to June, one teacher=54 per session hours @ \$50/hr=\$2700 Parent Academy—September, October and March. Four teachers for at total of 2 hours each=25 hrs @ \$50= 1250
Purchased services such as curriculum and staff development contracts	\$475	A consultant will provide three 1.5-hour workshops @ \$50 per/hour with the Global History teachers on helping ESL students build tier three vocabulary in the content classroom. Consultant will also visit classes and give feedback to teachers for five hours @ \$50=\$475
Supplies and materials	\$1251	Purchase of ESL library and Spanish language library=\$792. <i>Making Content Comprehensible for English Learners</i> –9 copies for Global History teachers @ \$50.99 ea. =\$459
Travel		
Other	\$1324	Teacher coverages for ESL teachers to attend DOE ESL Training. Two teachers, four days each X \$167.60 per day =\$1324
TOTAL	15,000	

Budget Narrative

Our budget of \$15,000 for Title III funds is allocated as follows: \$10,700 is used to fund the after-school ESL Academy. This consists of a total of 214 per session hours so that teachers can work with ELLs and transitional ELLs on English skills and in Spanish Native Language. This also provides 25 hours for staffing for the sessions we open to parents of ELLs to come in for informational sessions and workshops using \$1250. \$792 is being used to purchase ESL and Native Language Spanish libraries to allow us to build reading skills through high interest level-appropriate reading materials.

\$459 will be used to provide a text for the ninth-grade Global History teachers to use in their work with a consultant on vocabulary acquisition for ELLs. The consultant fees will come to \$475 and consist of three workshops as well as the consultant visiting the Global classrooms. Finally, \$1,324 will be used to cover the cost of coverages in order to release the two ESL teachers for training outside the building.

**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	School M600
Principal Hilda Nieto	Assistant Principal Nancy Moore
Coach	Coach
ESL Teacher Nadera Rezwi	Guidance Counselor
Teacher/Subject Area Isabel De La Rosa	Parent
Teacher/Subject Area Mark Pacheco	Parent Coordinator Millie Colon
Related Service Provider Joyce Wilson	SAF
Network Leader Judy Chin	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	3
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	1650	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	2.97%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of *classes/periods* for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education <small>(60% 40% → 50% 50% → 75% 25%)</small>					0
Dual Language <small>(50% 50%)</small>					0
Freestanding ESL					
Self-Contained	2	2	2	2	8
Push-In/Pull-Out					0
Total	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	28
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	38

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	0	8	0	0	37	3	27	49
Total	4	0	0	8	0	0	37	3	27	49

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only
 Number of Bilingual students (students fluent in both _____) Number of third language speakers: _____

languages): _____	
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	17	10	10	4	41
Chinese	2	0	2	2	6
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean		2			2
Punjabi					0
Polish					0
Albanian					0
Other					0
TOTAL	19	12	12	6	49

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)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - 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.



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, other than those who hold ESL and bilingual licenses, 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)	2	0	0	0	2
Intermediate(I)	9	7	7	1	24
Advanced (A)	8	5	5	5	23
Total Tested	19	12	12	6	49

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	2	1	2	1
	A	6	7	4	3
READING/WRITING	B	2	0	0	0
	I	9	6	6	1
	A	8	5	5	3

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	24	0	14	0
Math A	22	0	10	0
Math B				
Integrated Algebra	15	0	8	0
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	28	0	22	0
Physics	3	0	1	0

Global History and Geography	30	0	16	0
US History and Government	17	0	10	0
Foreign Language	8	0	8	0
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
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 doing 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)
Nancy Moore	Assistant Principal		
Milagros Colon	Parent Coordinator		

Nadera Rezwi	ESL Teacher		
	Parent		
Isabel De La Rosa	Teacher/Subject Area		
Mark Pacheco	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Joyce Wilson	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

High School of Fashion Industries

BEDS Code 317800010600

Hilda Nieto, Principal

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

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

Examining the school demographic profile, we find the largest need in the area of translation and oral interpretation is Spanish. There are a handful of Chinese speakers whose families may need the support and very few Russian, Korean and Polish speakers whose families speak English as a Second Language. Additional soft data is communicated to the A.P. of Guidance via our SSAs who sign in parents.

We avail ourselves of all the translation services provided by the DOE. Our Parent Coordinator ensures that information is given to parents in a language that is accessible. The AP Guidance uses the RPOB report from ATS to be sure that important communication regarding educational progress, like the Promotion in Doubt letters go to all parents in their home language. This information is also recorded and maintained through the blue emergency cards which are kept on file in the nurse's office. The information from these cards, including language information is updated in ATS through the AP Administration.

We have on staff several Spanish licensed teachers who provide written translations of any in-house documents, announcements when necessary. They along with the Spanish speaking Parent Coordinator, three Spanish speaking Guidance Counselors, one Spanish speaking Social Worker, seven Spanish speaking paraprofessionals and seven Spanish speaking school aides can normally handle any of the oral translation needs that may arise. During Parent Teacher Conferences, our language teachers identify a few students who are fluent in Spanish who travel with the parent to the various teacher conferences acting as interpreters. We have two Chinese speaking Guidance Counselors at present—whose linguistic abilities range several dialects.

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

At Parent Association, Supervisory Staff meetings, Department meetings and SLT meetings, we have determined that parent outreach is most effective when we can communicate essential information regarding their child's academic and social progress in the family's home language. The community is in agreement that major announcements sent via the Phone Master must be in both Spanish and English. There is also a need for translation services at IEP conferences, conferences with teachers, counselors and administrators and our Assistant Principals and Department Heads have developed a network of in-house personnel who speak Spanish, Chinese, Polish, Urdu, Korean and Russian from which we can draw. In accordance with the Chancellor's Regulations, when a specific language need arises, we will draw from the pool of translators who are available. Also in October at all department meetings, the department heads shared the LAP and a list of all ESL students including their home languages. In addition, all department heads, guidance counselors and dean's have copies of the language identification cards in all six languages so that they can get phone interpretation help for a parent if needed.

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.

All opt-out letters (i.e. summer school), Promotion at risk letters, suspension information is sent in the parent's home language in the six translated languages provided by the DOE. Parent Teacher conference announcements, PA meeting and activities announcements, and Parent Newsletter, special College Office functions (i.e. financial aid session) will be translated into Spanish.

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

We have several Spanish licensed teachers who provide written translations of any in-house documents, announcements when necessary. They along with the Spanish speaking Parent Coordinator, three Spanish speaking Guidance Counselors, one Spanish speaking Social Worker, seven Spanish speaking paraprofessionals and seven Spanish speaking school aides can normally handle any of the oral translation needs that may arise. During Parent Teacher Conferences, our language teachers identify a few students who are fluent in Spanish who travel with the parent to the various teacher conferences acting as interpreters. We have two Chinese speaking Guidance Counselors at present—whose linguistic abilities range several dialects. We have developed a network of in-house personnel who speak Spanish, Chinese, Polish, Urdu, Korean and Russian from which we can draw. In accordance with the Chancellor's Regulations, when a specific language need arises, we will draw from the pool of contracted translators.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Parent Coordinator distributes this information in writing at Parent Association meetings during the fall semester. She also includes this information on the e-mail blasts that she sends each week. Notification will also be made via the December edition of the Parent Newsletter. This information can also be found on our school website along with the Parent Compact and Parent Involvement Policy. The parent coordinator has the translated Parent Bill of Rights and Responsibilities in the six main languages available for all parents who visit the building. The required signage that informs parents where to go for help is posted at our front entrance near Security.

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:	\$913,112	\$635,242	\$1,548,354
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,132		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$6,353	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,656		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$31,763	
6. Enter the anticipated 10% set-aside for Professional Development:	\$91,311		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$63,524	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.1

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.

In last year's BEDS form, one Spanish class was being taught by a Spanish speaking ESL licensed teacher.

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 High School of Fashion Industries is committed to supporting authentic parent involvement. We believe that parents are valuable and essential partners in the education of our children. We recognize, acknowledge, and are sensitive to the diverse family structures with our changing society. The goal of our school is a comprehensive approach that recognizes the entire scope of parental participation from parenting to issues of policy and governance that will foster positive home-school-community partnerships.

Fashion is not a neighborhood school, and our students live in all five boroughs of the City. We also recognize that it is difficult for many of our parents to avail themselves of the traditional means of involvement and therefore we are committed to providing them with alternate ways of gaining knowledge about the programs of our school and making their voices heard (e-mail and voicemail listings; updates on *fashionindustriesschool.net*, a monthly parent newsletter, periodic newsletters in Spanish).

The goal of all our efforts is to work with parents to maximize student achievement. We have the services of the Parent Coordinator to assist with our parent outreach efforts. We have refined our communication with parents and families to reflect the reality that many of them do not attend Parent Association meetings.

There are three levels of parent involvement at the High School of Fashion Industries:

Level I – Parents as Supporters

Parents participate in their basic obligations to help their children with their educational and social development. These include but are not limited to meeting with their children’s counselors, responding to calls, letters and e-mails from the school about their children’s social and educational development, attending Parent-Teacher Conferences twice yearly, attending special functions such as our Variety Show, Parent Dinner, Annual Fashion Show, College Admissions and Financial Aid night.

Projected Activities for Parents and Fashion Families 2009-10

Monthly Parent Association Meetings 3 rd Wednesday of month – 6 PM	
Halloween Dance Fundraiser	October 2009
Title I Support Activities in Math	December 2009
Variety Show	December 2009
Financial Aid Night	January 2010
Understanding Your Teenager	February 2010
Women’s Day	March 2010

MAY 2009

Understanding the Regents College Planning for Parents of Juniors	March 2010 April 2010
Annual Spring Fashion Show	May 2010
Parent Appreciation Dinner	June 2010

The Parent Coordinator will be mailing weekly announcements to families on e-mail distribution list. The Parent Newsletter will be placed on the high school website. Those families who do not have Internet access will receive hard copies of these monthly newsletters. Title III monies will support the translation of parent newsletters.

The above are all formal activities. Parents are invited to make appointments to meet with guidance counselors, deans, supervisors, administrators, and teachers on an ongoing basis.

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

The High School of Fashion Industries and the parents of our students working cooperatively to provide for the successful education of the children agree to the following:

The School Agrees:

1. To offer meetings that will accommodate our commuter parents and families:
 - in the evening as guided by bylaws on the third Wednesday of each month a Parent Association meeting;
 - a flexible schedule of workshop offerings during the day and evening to facilitate the participation of parents
2. To actively involve parents in planning, reviewing and improving the programs and the parental involvement policy.
3. To provide parents with timely information about all programs and services through regular meetings, electronic mail announcements, parent newsletters in both electronic and hard copy formats, back packed flyers, Phonemaster messages, postcards, progress reports and letters mailed home to all parents with the most important items translated into several key languages.
4. To provide high quality curriculum and instruction.
5. To address communication issues that arise between teacher and parents through:
 - Parent teacher conferences each semester
 - Frequent reports (a minimum of six per year) to parents on their children's progress

- Reasonable access to staff via telephone, voice mail and electronic mail
6. To grant parents access to volunteer opportunities in the school
 7. To provide opportunities for parents to observe their children in classroom activities whenever possible.
 8. To provide parents with professional development that will support their role at home
 9. To provide parents to a knowledgeable and conscientious Parent Coordinator who will function as a liaison between the parent and the school.

Parents/Guardians Agree:

1. To become actively involved in developing, implementing, evaluating, and revising the school parent involvement policy.
2. To participate in or request assistance and support offered through Parent Association meetings and guidance conferences on child rearing practices and teaching/learning strategies.
3. To work with their children on school work whenever appropriate; to spend time each day speaking with their children about their school day and interests; to provide children with a quiet place to do homework and study.
4. To monitor their children's attendance and punctuality at school, homework, television watching, Internet and video game time.
5. To share with teachers, the responsibility for improved student achievement.
6. To communicate with their children's teachers and guidance counselors about their educational needs.
7. To participate in the Parent Association meetings and provide information on the types of training and assistance they would like and/or need to help them be more effective in assisting their children in the educational process.
8. To become more aware of and support the Chancellor's and school's policies and procedures reviewed during the freshmen and sophomore years during the first two weeks of ELA instruction each semester.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School Wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Question 1 is addressed in our needs assessment Section IV beginning on page 11. We regularly examine and analyze data in a variety of staff configurations: in focus groups, in department meetings, in committee meetings such as the attendance committee, and in supervisory cabinet meetings. We use quantitative data such as cohort data and scholarship reports that indicate passing rates on courses and passing rates on Regents and RCT examinations, to determine needs. We review Progress Reports in a variety of settings to note trends and deficiencies, to compare ourselves to student performance at comparable schools and citywide. Whenever possible, teachers use rubrics for assessment of projects, and on these students receive feedback that hopefully helps them to understand expectations.

Question 2

As mentioned in our profile and annual goals sections, we are committed to implementing instructional strategies that engage students and enhance their performance and educational success. Our computer assisted Scholastic READ 180 program has been successful for our most challenged students. Our note taking initiative across all content areas has also yielded successful outcomes. The Social Studies Writing and Vocabulary initiative has helped students enhance their content vocabulary (Tier 2 and Tier 3 words) and helped them to understand how to write a good document based question. Working towards narrowing the achievement gap between the male and female student population, we have made a commitment to a freshmen boys study skills class that meets for half a semester, during the 9th grade, four years of same sex grade specific counseling sessions as well as attending to the factors involved in lower male student performance through inquiry research.

Question 3

In 2008-09, 98.1% of our faculty was highly qualified. In 2009-10, we expect this percentage to increase. We have allocated funds from the **Title I** five percent allocation to helping our new teachers become highly qualified by refunding at the CUNY rate fees for coursework.

Question 4

All staff has access to various professional development opportunities and we encourage their participation. All core departments have a common preparation period that is dedicated to focus groups. Through Title I and General Funds, we support teachers, counselors and administrators in attending local, state and national conferences. Consultants are hired to provide training days for staff at the school. For those PD sessions, staff is relieved of their regular duties and substitute teachers are hired to cover their classes. This fall, we requested December 10 as a non-instructional day for the purpose of PD. We have organized ourselves into Professional Learning Communities that cut across departments, and we will be dedicating nine faculty conference afternoons to our work in these PLCs. In February 2010, 20 teachers and two administrators will attend a one day training conducted by the notable Linda Allen, a literacy and assessment expert. Our staff and administrators attend training sessions conducted by our SSO – Integrated Curriculum and Instruction via our Network Leader and his team, sessions sponsored by citywide organizations (Social Studies Supervisors Assoc., the Association of Supervisors of Mathematics, and so forth, Social Studies presentations at Tweed. In spring 2010, Scholastic will be training our READ 180 teachers.

Questions 5

With respect to developing strategies to attract high-quality highly qualified teachers to high-need schools, we have developed relationships with a few major teacher training educational institutions (i.e. Teachers College, NYU, Hunter) to be able to have a regular supply of formidable candidates on hand in both the academic and CTE subject areas. We have also done outreach to Pratt, FIT and Parsons for Fashion Design teachers. Due to our well earned reputation, we have dozens of teacher and counselor candidates for each vacancy. Often, if we identify superior talent and dedication in a student teacher, we will work closely with them throughout their internship.

Question 6

Often, it is a social event that brings parents to HSFI, the annual Variety Show, the Fashion Show or the Parent Appreciation Dinner. At times, it is the need for some technical support, i.e. creating an e-mail address and learning to navigate the Internet.

We have dedicated time and resources to developing stronger communication with our students' parents/guardians. In fall 2009, we upgraded our Mitel telephone system to include access to local area codes from classroom telephones and more features on our staff voicemail. Teachers and counselors may access their school voicemail account messages from home or from any telephone in the school. Through the use of an allocation of the Title I Parental Involvement monies, the Parent Association agreed to have the HSFI website upgraded with a focus on parent outreach. The calendar and important events are posted on the website and updated. The monthly Parent Newsletters are available on line. Each month we notify parents/guardians via a postcard that the newsletter is available on the website. In that same postcard, we request that parents/guardians contact our Parent Coordinator to obtain a hard copy of the newsletter. We also have made the staff e-mail addresses available to our parents/guardians.

Question 7 does not apply to 9-12 schools.

Question 8

Instruction is guided by the Principal and Assistant Principal. Highly qualified teachers will be selected to work with students with greatest needs. In the past, this strategy has yielded strong student outcomes on NYS assessments and increased passing rates. We provide high quality professional development to our staff utilizing our Title I funding to support special projects and consultants. In 2009-10, each core department is involved in Title I supported department wide professional development initiatives. Each teacher and counselor is also involved in inquiry research of the Professional Learning Communities. We utilize the services of our Network Leader and the instructional support team provided by ICI.

In our collective efforts to increase student achievement, our academic teachers use their common preparation periods to discuss their craft, teaching and learning, share strategies, develop new approaches and develop project based assessments. Student writing is discussed and needs and strengths are identified. Data from Acuity tests and periodic assessments as well as uniform examinations is reviewed. Students who are not achieving in coursework are identified not only by teachers and department heads but also by the A.P. of Guidance and her counselors. Together, they attempt to identify the source(s) of the challenges that are impeding success and provide effective intervention(s). Tutoring is provided in all subject areas, during lunch periods and after school. Students, who are not succeeding, whether in a basic or advanced course, are often directed to the department head that, in turn, speaks with the student, attempts to discover the source of the issue, and reaches out to the parent and/or counselor when necessary. We strive towards reaching

out to parents as soon as student performance is not on par. Our teachers have voice mail accounts, e-mail accounts on the Outlook. We forward these listings to parents each year in a comprehensive mailing.

Question 9

See our Academic Intervention Services grid in Appendix 1. We support at-risk students with intervention that includes regular small group tutoring, opportunities for conferencing with teacher, identifying challenges based on performance, the setting of SMART goals and periodic checking in on progress towards goals achievement.

Question 10

We have a fully developed Career and Technical Education Program in 3 majors. A fourth major becomes available in the junior year. We received VTEA funding to enrich these programs.

**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.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

1/6/10

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
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Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

1A.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.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

ELA—We did an intensive review of the NYS Standards for grades 9-12 with an emphasis on Reading and Writing. We revised our curriculum maps for each grade to indicate student learning goals and the corresponding standard. In places where were not sufficiently touching upon a Standard, we modified curriculum. For example, one area we found ourselves deficient was in terms of critical analysis. We added new units to 10th-12th grade English classes building on our work with students in this area.

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

X **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 evidence is our newly revised curriculum maps. These maps detail our curriculum in alignment with State Standards for English, ESL and Special Education courses in each grade 9 -12.

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.

We need to continue to revise our Special Education curriculum. This included adapting the 9th and 10th grade curriculum maps to account for our more updated computer assisted reading program—Enterprise Edition/READ 180. We are also working on streamlining the learning goals we share with the students to make them more user-friendly. Students will chart their own progress on the five most essential Standard aligned goals each term.

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.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?

The evidence is our newly created curriculum maps for Integrated Algebra and Advanced Algebra. These maps detail our curriculum in alignment with State Standards for these respective Mathematics courses.

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.

We need to continue to revise our Special Education curriculum. In the 2008-2009 school year, the math department revised the course sequence for Special Education students. Support Service Students in the 9th grade were dual prepped in their math classes for both the RCT in Math and the first half of the Integrated Algebra course sequence. By the end of the 10th grade, Support Service Students had taken both the RCT in Math and the Integrated Algebra Regents exams. Currently, students are deficient in their calculator usage skills. We are working on building these skills by sharing best practices within our weekly focus groups and implementing these strategies in the various classrooms. In addition, the implementation of the CTT programs within our school has benefited Support Service students by having access to both the general education teacher and an additional specialized teacher.

KEY FINDING 2: INSTRUCTION

MAY 2009

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.

Since last year we have focused much of our professional development on strategies for differentiating instruction. We've use the text *The Differentiated Classroom* by Carol Ann Tomlinson to inform our work. This year several teachers will attend a conference on Differentiated Instruction run by Linda Allen and centering on her approach to differentiating assessment. The attendees will turnkey the information to the full ELA/ESL department.

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

X **Applicable** **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?

Based on formal and informal observations and grade level focus groups, there is evidence that multiple teaching methods are used, but we continue to grapple with the challenges of differentiating in a classroom of 34 students. This year we are engaging in ongoing inquiry-work, focusing on best practices in the CTT model in the ELA classroom and all academic areas.

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.

Ongoing professional development in the form of conferences, focus groups and Inquiry-based Professional Learning Communities.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.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.

In the 2008-2009 school year, the math department had some professional development exposure on strategies for differentiating instruction. We've used the text *The Differentiated Classroom* by Carol Ann Tomlinson to help inform our work. In the past year several teachers attended a conference on Differentiated Instruction run by Linda Allen and centering on her approach to differentiating assessment. The math department is still investigating effective means for implementing differentiated strategies within our classrooms.

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

X Applicable Not Applicable

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

Our biggest challenge has centered on the fact that the math curricula are scaffold; in order to learn the new topics, students must master previously taught skills. Another layer to this challenge includes the teachers' capability of differentiating among a class size of 34 students. Students who have not yet mastered previous topics are encouraged to attend tutoring sessions during their lunch and/or after school periods. In addition, teachers continually participate in peer observations and reviews in order to expand their knowledge of techniques they can implement within their own lessons.

2B.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.

Our school could use an expert from central to demonstrate effective means of differentiating specifically in a mathematics classroom (in action).

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.

This was not an issue at our school.

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

Applicable x 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?

We have a high stability rate with our teachers.

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.

Not applicable

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.

ESL teachers attended QTEL and other training and meet collaboratively with the ELA department. The LAP is introduced to the entire school community in October through department conferences.

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?

ESL teachers attended QTEL and other training and meet collaboratively with the ELA department. The LAP is introduced to the entire school community in October through department conferences.

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.

NSTESLAT results are shared with the ESL teachers at the start of the school-year. Additional on-going training is provided on other available data through periodic assessment-Acuity- and ARIS.

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

Applicable **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?

NSTESLAT results are shared with the ESL teachers at the start of the school-year. Additional on-going training is provided on other available data through periodic assessment-Acuity- and ARIS.

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.

Due to our focus on meeting the needs of our special education students, we have taken steps to ensure that both general education and special education teachers are synchronized when providing services to our students. We feel that we have achieved our objective by addressing and implementing an agenda that includes Testing Accommodations, IEP distribution, Paraprofessional assignment, and Professional Development that specifically addresses IEPs and teaching techniques that are geared to students with special needs. Testing Accommodations are distributed in the Fall and Spring semester. In addition to providing access to IEPs (both general and special education teachers) a detailed report outlining special needs students' strengths and weaknesses was made available to each subject area department as a "go to" guide. Paraprofessionals assigned to classrooms are familiar with the IEPs of special needs students and are able to assist teachers. Finally, Professional Development meetings were developed and implemented for reviewing IEPs and teaching techniques, such as Differentiated Instruction.

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

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?

Scheduled and unscheduled classroom observations indicate that special education and general education teachers are working together to meet both the IEP mandates and subject area curriculum. Both general and special education teachers meet during the school day to update classroom lessons and address issues that pertain to the lesson. General education teachers are implementing services that are available to special needs students such as testing accommodations in a special location. As a result, student achievement has improved, markedly for some students. There has also been and improvement in RCT and Regents scores.

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.

Not applicable.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program/

IEPs are written to include Smart Goals, which indicate behavioral affect on academic success. In order to address these goals, a committee (Prevent Student Failure) met regularly to discuss options available for students at risk of academic failure (such a Paraprofessional intervention/assistance in the classroom).

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?

Academic and behavioral improvement has been evident with a number of students. Report card/test grades, as well as teacher comments have improved. Students voluntarily seek assistance from our Learning Center located within our department. Teachers and paraprofessional are available during students' lunch periods, and after school, and students seek their assistasnce.

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.

Not applicable.

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.) 17
2. Please describe the services you are planning to provide to the STH population.
Counselors are made aware and support students with tutoring and counseling services on a needed basis.