



**INTERNATIONAL ARTS BUSINESS**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 17K544**  
**ADDRESS: 600 KINGSTON AVENUE**  
**TELEPHONE: 718-474-7400**  
**FAX: 718-735-**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 17K544      **SCHOOL NAME:** International Arts Business School

**SCHOOL ADDRESS:** 600 Kingston Avenue, Brooklyn, 11203

**SCHOOL TELEPHONE:** 718-474-7400      **FAX:** 718-735-6253

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

**POSITION/TITLE**    **PRINCIPAL**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kenrick Small

**PRINCIPAL:** Sheila Hanley

**UFT CHAPTER LEADER:** Diana Cook

**PARENTS' ASSOCIATION PRESIDENT:** Allison Smith

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Tanisha Faison

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 17      **CHILDREN FIRST NETWORK (CFN):** 5

**NETWORK LEADER:** Janice Price

**SUPERINTENDENT:** Karen Watts

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Sheila Hanley	*Principal or Designee	
Diana Cooke	*UFT Chapter Chairperson or Designee	
Allison Smith	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Tenisha Faison	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kenrick Small	Member/chair person	
Marisa Martinelli	Member/CSA	
Barbara Joseph	Member/UFT	
Rebecca Acosta	Member/UFT	
Nicole Hutchinson	Member/UFT	
B Watson	Member/Parent	
Simone Melville	Member/Parent	
Doretha Brown	Member/	

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

\* 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.

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

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

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

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



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	International Arts Business School				
<b>District:</b>	17	<b>DBN #:</b>	K544	<b>School BEDS Code:</b>	331700011544

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.6	86.5	83.5		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.6	95.6	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					60.4	63.4	72.5		
Grade 8									
Grade 9	143	147	164	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	132	149	140	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	70	75	83		5	15	TBD		
Grade 12	71	85	89						
Ungraded			0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	416	457	476		1	2	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	17	23	26						
No. in Collaborative Team Teaching (CTT) Classes	5	11	18	Principal Suspensions	79	68	TBD		
Number all others	12	19	20	Superintendent Suspensions	3	5	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	7	8	18	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	33	31	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	10	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	1
	8	9	tbd				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	
American Indian or Alaska Native	0	0.2	0.4	Percent more than two years teaching in this school	51.5	68.8	
Black or African American	90.1	88.2	86.1	Percent more than five years teaching anywhere	48.5	56.3	
Hispanic or Latino	9.4	10.5	12.6	Percent Masters Degree or higher	73	75	
Asian or Native Hawaiian/Other Pacific Isl.	0	0.7	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	92.9	
White	0	0.4	0.0				
Multi-racial	0	0	0				
<b>Male</b>	38.5	38.1	44.5				
<b>Female</b>	61.5	61.9	55.5				

2009-10 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

### 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**	Progress Target
<b>All Students</b>				X	✓	✓	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				X	✓		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				X	✓		
<b>Student groups making AYP in each subject</b>				0	3	1	

#### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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.

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	D	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	41.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	20.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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/Teacher 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 your school's 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?

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### **Accomplishments**

- International Arts Business School prides itself on the breadth and strength of its theme-based curriculum which focuses on business, arts and culture.
- There is an expansive elective program in the arts - fine arts, performance, media arts, and business.
- Our media arts program has introduced film-making to our elective selection. Our students work with DC-TV in an afternoon program.
- All our classrooms have smart board technology, and teachers receive on-going professional development for the smart boards
- The school's guidance and counseling system successfully supports the personal development and academic progress of our students.
- Common planning time focuses on grade and department issues with teacher and administrative leaders.
- Professional development opportunities are available weekly on data, questioning and differentiated instruction.
- Based on middle and elementary school data a new 9<sup>th</sup> Grade ELA curriculum was developed to provide a solid foundation for success on the ELA regents and college readiness. The English department is in the process of developing a 10<sup>th</sup> grade curriculum.
- New curriculum for the 9<sup>th</sup> and 12<sup>th</sup> grade advisories focus on career and college readiness with the assistance of College Summit and New Visions CUNY.
- The summer of 2010, Build On took our students to Nicaragua for community service. During their time in a small village, they built the foundation for a school and lived among the people learning the Nicaraguan culture. Through this program our students learned that education is a value that cuts across all cultures and societies, as well as respect for differing traditions.
- A campus-wide Arts Festival coordinated by the IABS' Art teacher was expanded to include our performing arts and culinary arts programs
- College Summit has trained 18 senior students as peer leaders to assist their senior colleagues in creating college portfolios.
- In partnership with CUNY and New Visions, we have implemented College Math and College Writing courses to assist our students in achieving success in college.
- In partnership with CUNY and New Visions, we are stimulating a college growth culture for all students.
- We implemented a Virtual Enterprise program for our Business majors in preparation for college and career paths.

## Student Performance Trends

Based on comparison of the Progress Reports from 2009 to 2010, it shows that in the past year,

- Our regents metric rate in Math increased from 1.08% to 194%
- Our regents metric rate in Science decreased from 1.00% to 93.7%
- Our regents metric rate in English increased from 73% to 86.2%
- Our regent metric rate in U.S. History decreased from 89% to 83.2%
- Our regents metric rate in Global History increased from 65% to 72.3%
- 60.8% of our students in the Lowest Third Citywide achieved a weighed 4 year diploma
- Our graduation rate decreased by .6%
- There was an increase in percentage of our lowest third school wide for both the 9<sup>th</sup> and 10<sup>th</sup> years. The increase for the 9<sup>th</sup> graders was 2.8%, while the 10<sup>th</sup> graders increased 20.2%. Our 11<sup>th</sup> graders percentage stayed at 26.5%.

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

*AIDS:*

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

*Barriers*

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



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

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<i>Goal 1</i>	<i>To increase the passing percentages for Global History and Geography regents</i>
	To develop social studies competency skills in our 2013 cohort in order to increase the number of students who successful take and pass the Global History Regents exam in June 2011 by 3% to a total of 40%. In order to achieve our goal we need 54 students out of 136 in the 2013 cohort to pass the exam.
<i>Goal 2</i>	<i>To increase the use of differentiated instruction</i>
	By June 2011 increase the teachers’ consistent use of a broader range of differentiated instructional strategies to meet students’ individual learning needs.
<i>Goal 3</i>	<i>To deepen collaborative inquiry during our grade and department meetings.</i>
	Deepen collaborative inquiry to foster action research through effective grade and department level teams by June 2011

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Global History and Geography

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop social studies competency skills in our 2013 cohort in order to increase the number of students who successful take and pass the Global History Regents exam in June 2011 by 3% to a total of 40%. In order to achieve our goal we need 54 students out of 136 in the 2013 cohort to pass the exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Use of Data in both department and grade level meetings throughout 2010-11             <ul style="list-style-type: none"> <li>• ATS reports, ACUITY, School tracker and other available data systems</li> <li>• Item Analysis of class exams</li> <li>• Periodic Assessment Data from in-school predictive exams</li> </ul> </li>   <li>2. Curriculum and Instruction             <ol style="list-style-type: none"> <li>a) During department meetings, designated leader, teachers and Assistant Principal will                 <ul style="list-style-type: none"> <li>• Analyze the results of item-analysis of the June 2010 Global Regents from a literacy and content perspective during September 2010</li> <li>• Utilize the results of the item-analysis of in-class exams to review strategies to improve instruction and test-taking skills during department and grade level meetings throughout the 2010-11 year</li> <li>• Create short term goals to identify students’ progress</li> <li>• Focus on student ability to interpret and evaluate documents and create a well developed thematic essay during the Fall term of 2010.</li> <li>• Focus on student ability to interpret and evaluate documents and create a well developed document based essay during the Spring term of 2011</li> <li>• Increase the use of data-driven instruction based on item-analysis, ACUITY</li> </ul> </li> </ol> </li> </ol>

	<p>and in-house predictive tests throughout the year</p> <ul style="list-style-type: none"> <li>• Evaluate student work to determine the areas in need of improvement, set goals and monitor progress to those goals throughout the year</li> <li>• Creation of uniform assessments throughout the year</li> </ul> <p>b) During grade level meetings, leader, teachers and Assistant Principal will</p> <ul style="list-style-type: none"> <li>• Develop interdisciplinary themes that support Global History themes in English, Art and Science</li> <li>• Focus on student ability to create a well developed essay based on theme and critical lens</li> <li>• Develop common core testing vocabulary among the disciplines</li> <li>• Develop standards based rubrics to evaluate student work as an instructional tool to foster students’ self-reflection and monitor student progress</li> </ul> <p>c) School wide strategies</p> <ul style="list-style-type: none"> <li>• Incorporate our PSO, New Visions into our professional development plan</li> <li>• Provide an AIS program for our at-risk population</li> <li>• Provide translations, dictionaries, and modifications for ELL population</li> <li>• Use common planning time for guidance conferencing with teachers, parents and students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Per Session from TL Student Funding and Title 1 for tutoring, training of grade and department level leaders, professional development, curriculum materials and outreach to parents.</li> <li>• OTPS – from TLFSF and Title 1 for instructional supplies, curriculum development materials, translation materials and dictionaries</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Principal and Assistant Principals</li> <li>• Grade and Department teams</li> <li>• Professional Development team</li> <li>• Guidance Counselors</li> <li>• Family Assistant</li> <li>• New Visions – PSO</li> <li>• Coach</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Scholarship Report – tracking passing percentages for a 5% increase each semester</li> <li>• By April 2010, there should be a 10% increase in passing percentages from the first mock regents in the fall to the third mock regents in the spring term.</li> <li>• By December 2010 at least 50% of students will write a passing thematic essay based on Regents rubric</li> <li>• By March 2010 at least 50% of the students will write a passing DBQ based on Regents rubrics</li> </ul>
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**Subject/Area (where relevant):**     **Differentiated Instruction**    

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 increase the teachers’ consistent use of a broader range of differentiated instructional strategies to meet students’ individual learning needs.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Use of Data in both department and grade level meetings throughout 2010-11 <ul style="list-style-type: none"> <li>• ATS reports, ACUITY, ARIS, School tracker and other available data systems</li> <li>• Item Analysis of class exams</li> <li>• Periodic Assessment Data from in-school predictive exams</li> </ul> </li>   <li>2. Curriculum and Instruction <ul style="list-style-type: none"> <li>• Teachers in the department and grade level teams will analyze uniform assessments and periodic assessments to identify students’ needs and plan instructional strategies and goals.</li> <li>• Differentiate Instruction across all content areas to meet the instructional needs of the students</li> <li>• Teachers and Guidance counselors using data will conference on students in common to determine a plan of action</li> <li>• Teachers will develop content specific and procedural outcomes for their discipline</li> <li>• Teachers will develop short term goals to identify students’ progress</li> </ul> </li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Per Session from TL Student Funding and Title 1 for training of grade and department level leaders, professional development, curriculum materials and outreach to parents.</li> <li>• OTPS – from TLFSF and Title 1 for instructional supplies, and curriculum development materials,</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Principal and Assistant Principals</li> </ul>

	<ul style="list-style-type: none"> <li>• Grade and Department teams</li> <li>• Professional Development team</li> <li>• Guidance Counselors</li> <li>• Family Assistant</li> <li>• New Visions – PSO</li> <li>• Coach</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Informal and formal observations to determine the increase utilization of school wide standards, common assessments, rubrics and critical feedback</li> <li>• Scholarship Report – tracking passing percentages for a 5% increase each semester</li> </ul>

**Subject/Area (where relevant):** Collaborative Inquiry

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Deepen collaborative inquiry to foster action research through effective grade and department level teams by June 2011
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ol style="list-style-type: none"> <li>1. Use of Data in both department and grade level meetings throughout 2010-11           <ul style="list-style-type: none"> <li>• ATS reports, ACUITY, School tracker and other available data systems</li> <li>• Item Analysis of class exams</li> <li>• Periodic Assessment Data from in-school predictive exams</li> </ul> </li> <li>2. Curriculum and Instruction           <ul style="list-style-type: none"> <li>• Turnkey strategies for collaborative inquiry to department and grade level leaders</li> <li>• Evaluate data in department and grade level meetings to improve the instruction, and test-taking skills</li> <li>• Analyze the various disciplines’ curriculum to determine the common core standards and vocabulary</li> <li>• Develop strategies and questioning techniques to increase student voice and critical thinking</li> <li>• Utilize student work, evaluated with standards based rubrics and critical feedback as an instructional tool to foster students’ self-reflection, set goals and monitor progress.</li> <li>• Creation of uniform assessments</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Disseminate documented regular feedback from each department and grade level team at faculty meetings</li> <li>• Incorporate our PSO, New Visions into our professional development plan</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Per Session from TL Student Funding and Title 1 for training of grade and department level leaders, professional development, and curriculum materials.</li> <li>• OTPS – from TLFSF and Title 1 for instructional supplies, curriculum development materials, and translation materials.</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Principal and Assistant Principals</li> <li>• Grade and Department teams</li> <li>• Professional Development team</li> <li>• Guidance Counselors</li> <li>• Family Assistant</li> <li>• New Visions – PSO</li> <li>• Coach</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By January 2011 common instructional strategies implemented in the 9<sup>th</sup> and 10<sup>th</sup> grades in two disciplines  By January 2011 at least one common assessment implemented for the 9<sup>th</sup> and 10<sup>th</sup> grades in two disciplines  Scholarship Report – tracking passing percentages for a 5% increase each semester  Informal and formal observations to determine the increase utilization of school wide standards, common assessments, rubrics and critical feedback</p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	49	43	38	26	15	0	8	0
10	32	41	18	22	28	0	7	0
11	38	54	21	14	23	0	2	0
12	30	52	8	16	21	0	1	0

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• The Common Core States Standards will be gradually introduced across grade levels.</li> <li>• ELA department has developed an intensive language arts curriculum for 9<sup>th</sup> grade students. The scope and sequence will incorporate research skills, targeted vocabulary, writers’ workshops, fundamental, reading strategies, and complex analytical methods.</li> <li>• One-to-one and small group tutoring will be conducted by ELA department teachers. Tutoring will be offered during lunch period, and before and after school in conjunction with Medgar Evers College.</li> <li>• Our At-home-with CUNY program will assist in developing the ELA skills of our 12<sup>th</sup> graders.</li> <li>• All 11th grade students will be administered the New York State ELA Regents in January. Failing and absent students will retake the exam in June and August. All 12<sup>th</sup> grade students that have failed previous administrations will be scheduled for the exam each session.</li> <li>• Global Kids partnership offers additional academic services for struggling students. Services are provided by college students and trained counselors under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered.</li> <li>• Specialized ELA classes include Collaborative Team Teaching models, Regents Prep, and self contained special education 15:1 sections.</li> <li>• Credit recovery will be offered at least two times a year</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• The Common Core States Standards will be gradually introduced across grade levels.</li> <li>• Mathematics curriculum is enriched with the inclusion of the arts (architecture, visual, and technology)</li> <li>• Global Kids partnership offers additional academic services for struggling students. Services are provided by college students under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered.</li> <li>• Our At-home-with CUNY program will assist in developing the Math skills of our 12<sup>th</sup> graders.</li> <li>• Specialized Mathematics classes include Collaborative Team Teaching models</li> <li>• Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. The credit recovery program is offered as a part of the school’s extended day program.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tutoring and Regents Preparation is provided by classroom teachers during lunch and free periods (during and after school) in conjunction with Medgar Evers College</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner.</li> <li>• One-to-one and small group tutoring will be conducted by Science department teachers. Tutoring will be offered during lunch period, before and after school, and during circular 6 periods.</li> <li>• Global Kids partnership offers additional academic services for struggling students. Services are provided by college students and trained counselors under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered.</li> <li>• Specialized Science classes include Collaborative Team Teaching models, Regents Prep, and self contained special education 15:1 sections.</li> <li>• Regents Prep will be offered in conjunction with Medgar Evers College.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner. The credit recovery program is offered as a part of the school's extended day program.</li> <li>• Social Studies curriculum is enriched with the infusion of the arts (visual and media).</li> <li>• Global Kids partnership offers additional academic services for struggling students. Services are provided by college students under the direction of a program supervisor and licensed teacher. Focus includes PSAT/SAT/ACT prep, Regents/RCT, review, career and technology advisement. On and off-campus assistance is offered.</li> <li>• Smaller class size and extended time is provided for all students in specific Social Studies classes</li> <li>• Specialized Social Studies classes include Collaborative Team Teaching models, and Electives</li> <li>• Tutoring and Regents Preparation is provided by classroom teachers during lunch and free periods (during and after school) in conjunction with Medgar Evers College.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Parent conferences each semester to focus on specific programs for out at risk students.</li> <li>• Weekly conferences for students who are struggling in credit accumulation.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Provide outreach to parents, psychological testing, interview parents and referral sources of students in need of assistance</li> <li>• Make appropriate recommendations for services</li> <li>• Provide ERRS counseling to students</li> <li>• Counsel parents/guardians concerning special education services, legal rights, and the evaluation</li> </ul>

	<p>process</p> <ul style="list-style-type: none"> <li>• Consult with teachers and other relevant school staff to properly evaluate the appropriation of services for students</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Provide outreach to parents, psychological testing, interview parents and referral sources of students in need of assistance</li> <li>• Make appropriate recommendations for services</li> <li>• Provide ERRS counseling to students</li> <li>• Counsel parents/guardians concerning special education services, legal rights, and the evaluation process</li> <li>• Consult with teachers and other relevant school staff to properly evaluate the appropriation of services for students</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Occupational therapist will have one on one session's designed to meet the individual need of the student.</li> </ul>

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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### **IABS Language Allocation Plan**

The Language Allocation Plan for English Language Learners at International Arts & Business School is comprised of a total of nineteen (19) students. All eligible bilingual students will be programmed for ESL during the year 2009-2010 school year. Students will be programmed for ESL in accordance with the mandated number of minutes of instruction per week. The ESL curriculum stresses the development of four language skills: listening, speaking, reading and writing. An emphasis will be placed on activities that will foster a sense of belonging and ownership on the part of the different segments of the school population. Efforts will be placed on the appreciation and inclusion of the different cultures and the development of adequate communication. Teachers will be encouraged to attend a variety of workshops dealing with second Language and ESL methodology related topics. All staff members will work to ensure that orientation, acculturation and assimilation of ELL students into the mainstream goes smoothly this includes obtaining translated copies of all important documents and classwork. An emphasis will be placed on the development of social skills as well as academic skills. ESL students will be assigned a “buddy student”, who will assist the ESL student with his/her adaptation to the school setting. In terms of instruction, balanced literacy techniques, the use of Accountable Talk, and setting clear expectations will be implemented. The program will start in September and will end in June. Classes will be scheduled five days a week and will consist of one to three periods of ESL. Students will be motivated via hands-on activities, visual aids, cooperative learning experiences. The classroom atmosphere will be more student-centered allowing them more time to interact with one another and promoting the use Accountable Talk. Resources material will be purchased for teacher use to facilitate quality teaching, positive classroom atmosphere and delivery of instruction. Finally, all ESL students will be encouraged to take viable elective classes in fine and visual art, instrumental and vocal music, theatre, dance, business studies and culinary arts. In addition, the students will be encouraged to join clubs centered on the same theme as a means of nurturing their creative and performance skills.

**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.

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**Professional development** workshops will be provided to all staff members at the International Arts Business School from September to June. In particular, for those directly involved with ELL students based on the need to improve and target instruction:

- Building Literacy skills in ESL/Balanced Literacy
- Curricular and Instructional Adaptation for ELL learners
- Cooperative Learning and ESL Instruction
- Alternative/Portfolio Assessment
- Integration of the Arts and Business into Academic Subject Areas
- Inter-visitation
- Differentiated Instruction/Teaching Style
- Assessment
- Scaffolding
- Quality Teaching for English Learners
- NYSESLAT Administration

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

We become aware of the need to translate materials through a variety of means including a survey of parents new to school, required meetings with the guidance staff, administrative staff, parent coordinator or through parent association meetings that help us to recognize the need for translation services. As stated previously, we translate materials as needed, based on the needs of our families. The overall need for translation services is overviewed at PA meetings and SLT meetings

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

We become aware of the need to translate materials through a variety of means including a survey of parents new to school, required meetings with the guidance staff, administrative staff, parent coordinator or through parent association meetings that help us to recognize the need for translation services. As stated previously, we translate materials as needed, based on the needs of our families. The overall need for translation services is overviewed at PA meetings and SLT meetings

#### **Part B: Strategies and Activities**

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

Oral translations will be provided to parents as needed regarding attendance, academic progress, school events, key dates and the like by bilingual school staff if available, if not the school will contact a DOE approved vendor



## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	308,538	51,875	360,413
2. Enter the anticipated 1% set-aside for Parent Involvement:	3085	518	3603
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,426	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,853	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

1. The International Arts Business School will take the following actions to involve parents in the joint development of the school parental involvement plan under Section 1112 – Local Educational Agency Plans of the ESEA:
  - The School Leadership Team will invite non-voting parent guests and observers to participate in conversations about practices designed to increase parent involvement. Suggestions and feedback will drive the SLT’s decisions and voting on Title 1 and parental involvement issues. The school will continue to deliver a bi-annual survey to all parents in order to collect feedback and opinions concerning the times, dates, and format of all parent involvement events. The survey will be sent via postal service, student-delivery, and email databases. In addition, School Messenger Service will be

utilized to remind all parents to complete and return all surveys in a timely manner. All information collected from the parent surveys will be discussed at the School Leadership Team meetings concerning parental involvement. The general consensus of the parent population will greatly influence annual parent involvement plan updates.

- Parent volunteers and school staff will participate in an intensive outreach program to increase parent attendance at monthly School Leadership Team meetings and Parent Association meetings. Using Dadacation and phone calls, teachers will outreach to parents concerning the progress and attendance of their children. During the Parent Teacher Open School Night and Afternoon, parents will be logged onto dadacation. They also will learn how to surf the various components of dadacation.
  - Designated school staff members (ie: administrators, school secretaries/aides, and teachers) will receive updated training by corporate technicians in order to assure effective use of our School Messenger equipment. The messenger system will update parents on a regularly scheduled basis in order to keep them informed on curriculum meetings, school-wide initiatives, special school programs and activities, student lateness/absence, school policies, and school calendar items (report cards, progress reports, PSAT/SAT, Regents/RCT exams, and conferences).
2. International Arts Business School will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
- Invite parents on a regular basis to attend school planning meetings
  - Coordinate with the executive board of the PA to plan school initiatives
  - Regular Agenda Items at the SLT meetings
3. International Arts Business School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Six report cards a year
  - Use of phone messenger and school’s website
  - Regular mailings to the parents
  - Increased involvement in both music and art city wide programs
4. International Arts Business School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs
- Young Audiences
  - Global Kids
  - NCLB – your school your choice
  - College Summit
  - New Visions
5. International Arts Business School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to

greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

6. International Arts Business School will build the parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
    - I. The State's academic content standards;
    - II. The State's student academic achievement standards
    - III. The State and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
      - Dadacation
      - Chart and art supplies to further prepare our students for art competitions
      - College Summit
      - CUNY- College Growing culture
      - SAT preparation
      - SMART Boards
      - Additional photographic materials to enrich our Media Arts program
  - b. International Arts Business School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy, and using technology, as appropriate, to foster parental involvement by:
    - Increasing the capacity for communication on our school's dadacation
    - Use of Phone Messenger
  - c. International Arts Business School will, with the assistance of the DOE and parents, educate its teachers, guidance, supervisors and other staff in how to reach out to communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by attending regular meetings and turn keying to the school community.
  - d. International Arts Business School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request and to the extent practicable in a language the parents can understand:
    - Translation into multiple languages
    - Use of dadacation and phone messenger

- Backpacking home notices

#### School-Parent Compact

International Arts Business School and the parents of the students participating in activities, services, and programs funded by Title I, ESEA agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the States' high standards. This school-parent compact is in effect during school year 2010-2011.

#### **Required School-Parent Compact Provisions**

##### ***School Responsibilities***

International Arts Business School will:

- High quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:  
The school will provide the students with access to a diversity of elective classes in Music, Art, Business and Culinary Arts. In addition, the school will enable our student to become more involved in a college culture in partnership with College Summit and CUNY At Home. Virtual Enterprise and Young Audiences will provide support services to expand the interests and talents of our students.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held:  
The parent teacher conferences will be held on October 28<sup>th</sup> and 29, and then again in the Spring term on March 17<sup>th</sup> and 18<sup>th</sup>.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
Six times a year, the school will provide formal report cards. Teachers will also use Edmentum to provide regular communication to parents on their child's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:  
We have a school phone system that allows parents to leave messages for teachers with the family assistant and guidance counselor. The teachers make themselves available during their Common Planning Time to meet with parents when need arises.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:  
Parents are invited to attend the school to meet their child's teacher and/or guidance counselor. They can volunteer for any school trip, college trip or performance. Parents are invited to attend:
  - Art Fair – January and May
  - Media Arts Presentation – Spring term
  - Business Fair – Spring Term
  - Science Fair – Spring Term
  - Winter Concert and Band Series – Winter and Spring Terms
  - Senior Awards Ceremony
  - Monthly PA meetings
  - Infinite Sporting Events for PSAL teams
  - Graduation
- Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing and timely way.

- Involve parents in the joint School wide program plan in a organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, part A programs and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four or mor consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities:

We as parents will support our children's learning in the following ways:

1. supporting my child's learning by making education a priority in our home by:
  - Making sure my child is on time and prepared everyday for school;
  - Send my child with the supplies needed for their elective course
  - Talking with my child about his/her activities every day
  - Attending school events to support my child and his/her peers
2. participating as appropriate in decisions relating to my child's education
3. attending school functions and supporting school initiatives
4. staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
5. serving to the extent possible on policy advisory groups, such as being the Title, Part A parent representative on the school's School Improvement, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
6. Communicating positive values and character traits, such as respect, hard work and responsibility
7. Respecting the cultural differences of others
8. Helping my child accept consequences for negative behavior
9. Being aware of and following the rules and regulations of a scanning school
10. Supporting the school's discipline and uniform policy
11. Express high expectation and offer praise and encouragement for achievement.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide 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.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
We have established inquiry teams to address the identified areas of need for our students in relation to the content and achievement standards. Currently the grade level teams are addressing the needs of the lowest third in all grade levels. Department teams act as inquiry teams dealing with student achievement in their subject areas and regents.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. We will offer students opportunities to take advanced courses in all subjects. In addition, we are sustaining the number of Art and Music teachers to allow the students the opportunity to continue for four years in both of these significant subject areas. We are incorporating a CTE model by introducing Virtual Enterprise into our Business program. In an effort to increase a college awareness culture, College Summit and CUNY New Visions programs are incorporated into our students' programs.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.  
We continue to offer students with diverse opportunities to acquire additional credits. We offer a credit recovery program on line in addition to teacher prepared lessons. During the year, we offer extensive opportunities for tutoring during the office hours of the Common Planning time as well as after school.
    - Help provide an enriched and accelerated curriculum.  
In partnership with CUNY, we offer College Math and ELA courses to prepare our students for college level course. College Now courses also lays the foundation and exposure to college education. Virtual Enterprise and Nifty connects school life to the real world. In addition, we are offering a diverse number of choices in Art, Music, Business, and Culinary Arts to make the child's learning experience an enriched one.
    - Meet the educational needs of historically underserved populations.  
We are moving our IEP students into team teaching classes in the core subjects to provide more support and academic rigor in preparation for regents' diplomas and college/career awareness.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

We are scheduling our students for designated classes in areas they need pass a regents and accumulate credit in order to achieve a diploma

- Are consistent with and are designed to implement State and local improvement, if any.  
We have been doing so and work with our staff from the point of hire to ensure that they are.

3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
Our school's inquiry team consists of almost every member of our teaching staff. We as a team are constantly addressing all needs in the school. Through the investigating of data and analysis, we are implementing new policies and procedures. The Math Coach works with the assistant principals to turnkey to the entire staff.
4. Strategies to attract high-quality highly qualified teachers to high-need schools. We attempted to recruit new teaches from the teaching fellow pool, but there were none available in areas of need – ELA and Spanish.
5. Strategies to increase parental involvement through means such as family literacy services.  
We are hosting several workshops at the PA meetings to introduce the parents to new programs such as dadaction, analysis of progress and quality reports, college awareness, and "introduction to the 9<sup>th</sup> grade"
6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
The use of the teacher teams has provided teachers with the opportunity to meet with their colleagues and turnkey their outcomes to the department as whole to move the school's instructional program.
8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
We have six marking periods a year and both teachers and Guidance Counselors sound out additional progress reports to parents to address concerns immediately.
9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Every child who enters the building under NCLB is matched with a teacher who monitors their academic and social progress. We use this system to enable the smooth transition and continued success in a new environment.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			308,538	✓	
Title I, Part A (ARRA)	Federal	✓			51,875	✓	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
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#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **APPENDIX 7: 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>

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### **Part A: FOR TITLE I SCHOOLS**

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

We currently have 8 students in temporary housing

2. Please describe the services you are planning to provide to the STH population.  
IABS along with our CBO Safe Harbor have put together backpacks with school supplies for each of our students in temporary housing.  
Our Guidance staff also meets with the students regularly to stay up to date on any changes in residency as well as to offer assistance.  
Counselors also do outreach to the DOE liaison inside the city shelter system.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	International Arts Business School						
<b>District:</b>	17	<b>DBN:</b>	17K544	<b>School</b>		331700011544	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	86.5	83.5
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.6	95.6	93.0
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.4	72.5	60.5
Grade 8	0	0	0				
Grade 9	147	164	157	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	149	140	142	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	75	83	78		5	15	20
Grade 12	85	89	80				
Ungraded	1	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	457	476	458	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	26	21	Principal Suspensions	79	68	97
# in Collaborative Team Teaching (CTT) Classes	11	18	42	Superintendent Suspensions	3	5	18
Number all others	19	20	21				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	33	31	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	10	11
# receiving ESL services only	8	18	TBD				
# ELLs with IEPs	0	3	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	9	67	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	51.5	68.8	58.8
				% more than 5 years teaching anywhere	48.5	56.3	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	75.0	82.3
American Indian or Alaska Native	0.2	0.4	0.9	% core classes taught by "highly qualified" teachers	100.0	92.9	93.2
Black or African American	88.2	86.1	85.8				
Hispanic or Latino	10.5	12.6	11.4				
Asian or Native Hawaiian/Other Pacific	0.7	0.6	1.1				
White	0.4	0.0	0.9				
<b>Male</b>	38.1	44.5	42.4				
<b>Female</b>	61.9	55.5	57.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				X	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	v	
<b>Student groups making</b>				0	3	1

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	47.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	7.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	15.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	25.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>17K</b>	School <b>544</b>
Principal <b>Sheila Hanley</b>	Assistant Principal <b>Sean Rice</b>
Coach <b>Ronald Merisier</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Ivan Moore/ESL</b>	Guidance Counselor <b>Ms. Neena Garcia</b>
Teacher/Subject Area <b>Kresnick Capa</b>	Parent
Teacher/Subject Area <b>Rebecca Acosta</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Mitch Suval</b>	SAF
Network Leader <b>Steven Podd</b>	Other

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>464</b>	Total Number of ELLs	<b>30</b>	ELLs as Share of Total Student Population (%)	<b>6.47%</b>
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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).
- 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.
- 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].)
- 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.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## 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
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0			0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0
<b>Freestanding ESL</b>					
<b>Self-Contained</b>	2	2	2	2	8
<b>Push-In</b>	1	1	0	0	2
<b>Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>10</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	10

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	11		1	9	0	1	10	0	1	30
<b>Total</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>30</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number)	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	4	6	3	2	15
Chinese	1				1
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole	7	3	1		11
French					0
Korean					0
Punjabi					0
Polish					0
Albanian			1		1

Other	1	1			2
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>30</b>

### Programming and Scheduling Information

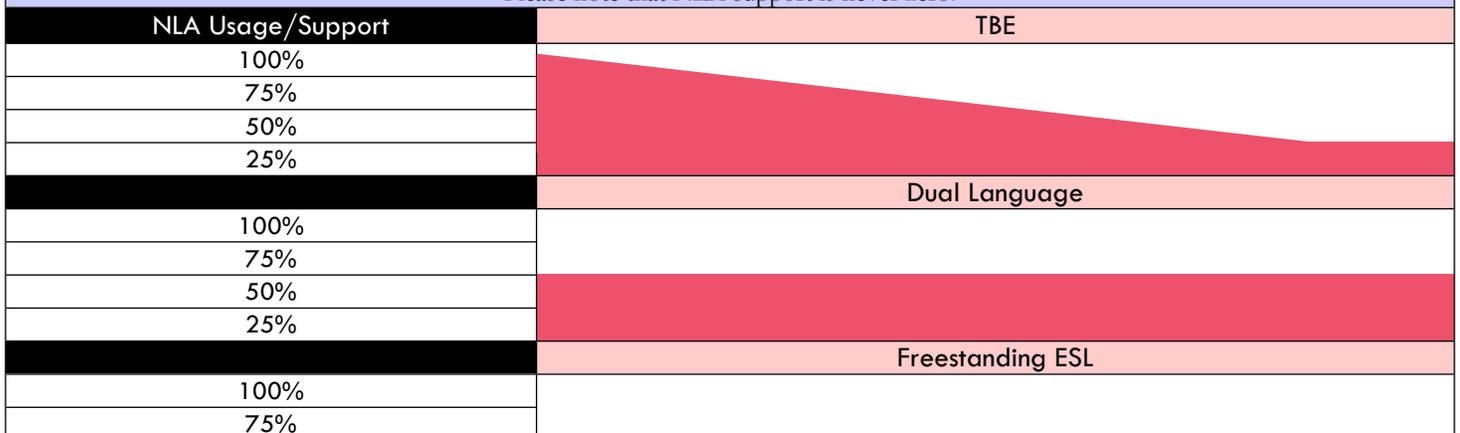
1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one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

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

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

#### Native Language 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.



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL
Beginner(B)	3	2			5
Intermediate(I)	6	4	2	1	13
Advanced (A)	4	4	1	3	12

Total	13	10	3	4	30
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NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	1	2		
	I	3	1	2	
	A	2	1	1	
	P	7	5	3	1
READING/WRITING	B	3	1		
	I	6	5	3	
	A	7	2		1
	P				

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	4		3	
Math A	6		3	
Math B	0		0	
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science	5		0	
Living Environment	6		3	
Physics				
Global History and Geography	7		2	
US History and Government	3		0	
Foreign Language	3		3	
NYSAA ELA				

NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part VI: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sean Rice	Assistant Principal		
N/A	Parent Coordinator		
Ivan Moore	ESL Teacher		
	Parent		
Kresnick Capa	Teacher/Subject Area		
Rebecca Acosta	Teacher/Subject Area		
Ronald Merisier	Coach		
	Coach		
Neena Gupta Garcia	Guidance Counselor		
	School Achievement Facilitator		
Steven Podd	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09