



THE HIGH SCHOOL OF FASHION INDUSTRIES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: THE HIGH SCHOOL OF FASHION INDUSTRIES
ADDRESS: 225 WEST 24 STREET
TELEPHONE: 212-255-1235
FAX: 212-255-4756

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200011600 **SCHOOL NAME:** The High School of Fashion Industries

SCHOOL ADDRESS: 225 WEST 24 STREET, MANHATTAN, NY, 10011

SCHOOL TELEPHONE: 212-255-1235 **FAX:** 212-255-4756

SCHOOL CONTACT PERSON: DARYL BLANK **EMAIL ADDRESS** dblank@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: DARYL BLANK

PRINCIPAL: DARYL BLANK

UFT CHAPTER LEADER: JACK SANCHEZ

PARENTS' ASSOCIATION PRESIDENT: ANNA MATOS

STUDENT REPRESENTATIVE:
(Required for high schools) ANTHONY RAMIREZ

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: JAYNE GODLEWSKI/ADA CORDOVA/Olga De Filippis

SUPERINTENDENT: ELAINE GORMAN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Daryl Blank	SLT Chairperson	
Anna Matos	PA/PTA President or Designated Co-President	
Patricia Cuffie	Parent	
Claire Goll	Parent	
Cecile Bartlett	Parent	
Jack Sanchez	UFT Chapter Leader	
Theresa Ocol	UFT Member	
Allyson McDowell	UFT Member	
Joyce Wilson	Admin/CSA	
Meghan Moran	Student Representative	
Nicole Corbin	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

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

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

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

At the core of the Fashion Design, Art and Fashion Merchandising partnerships is the unwavering support of our Advisory Board, founded in 1932 as the Fashion Crafts Educational Commission, and, in recent years, having undergone a revitalization and name change. It is the members of this Advisory Board who have sustained our students' twenty year participation in the Adopt-a-Student Program, established an endowment fund for college scholarships for our graduates, continued the scholarship support for incentive awards for our 9-12th graders, and have worked alongside the principal in gaining the support of key industry organizations such as the Council of Fashion Designers of America, IMG, the Liz Claiborne Foundation, the Young Menswear Association, the National Association of Men's Sportswear Buyers and the Black Retail Action Group. For the past three years, HSFI's collaboration with the Advisory Board founded the highly successful Principal's

Internship Program for our juniors and seniors.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
School Name:	The High School of Fashion Industries								
District:	2	DBN #:	02M600	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		88.8	90	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.9	98.06	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		67.7	63.1	76.7		
Grade 8	0	0	0						
Grade 9	444	445	440	Students in Temporary Housing - Total Number:					
Grade 10	534	477	481	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	387	430	375		9	145	TBD		
Grade 12	286	330	378						
Ungraded	2	0	0	Recent Immigrants - Total Number:					
Total	1653	1682	1674	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	6	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	86	76	71	Principal Suspensions	85	97	TBD		
# in Collaborative Team Teaching (CTT) Classes	13	22	34	Superintendent Suspensions	0	2	TBD		
Number all others	68	72	74						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	1607	1660	
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	49	38	35	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	21	17	27	Number of Teachers	94	94	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	36	36	TBD
				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	19	11	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	76.3	78.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	69.1	69.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	90	TBD
American Indian or Alaska Native	0.5	0.4	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.7	98.1	TBD
Black or African American	34.5	38.2	38.8				
Hispanic or Latino	55.8	51.6	50.8				
Asian or Native Hawaiian/Other Pacific Isl.	4.1	4	4.2				
White	5.1	5.1	4.8				
Multi-racial							
Male	8.9	8.7	8.1				
Female	91.1	91.3	91.9				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	

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	
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial						-	
Students with Disabilities				Ysh	Ysh		
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				5	5	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	93.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	14	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

At HSFI, we accept students based on their motivation and the quality of their portfolio. That being said, approximately fifty percent of our entering freshmen class typically has not met the standard in middle school ELA and/or Mathematics NYS assessments, and particularly lag behind in Social Studies. Despite these deficits in our incoming students, we have been highly successful through academic intervention and remediation when necessary, including, but not limited to after-school and Saturday tutoring, use of Title I funds to reduce class size, use of Title III funds to run an ESL Academy, and an emphasis on differentiated instruction. Our statistics reveal successful outcomes on the core subjects: ELA, Math, Social Studies and Science Regents with our school having met AYP with all subgroups in credit accumulation. The Art Regents is given each year to those Art seniors who have met the extensive portfolio requirement. Over ninety percent, of those who sit for the Art Regents, pass it. The seniors in Fashion Design as well as those in Fashion Marketing sit for an intensive in-house exit assessment. Typically, over eighty percent of seniors pass these assessments.

At the heart of HSFI's continuous improvement stands a culture that is open to new ideas, constructive criticism and input from its staff, parents and students. Leadership capacity is built within each constituency. When our seniors felt they wanted to share their growth experiences as students with others, we developed a Peer Leadership Program that meets monthly with all HSFI and is one hundred twenty students strong.

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

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

As a result of the work of our inter-departmental professional learning communities, we have identified four key areas of focus to continue to build on our successes:

1. DUAL FOCUS

The Career and Technical Education (CTE) and Academic departments will support each other throughout the school year as measured by meeting agendas and notes, with regard to higher education institutional standards, for at least 4 meetings held between them.

2. INSTRUCTIONAL SUPPORT STUDENTS

With a greater emphasis on supporting students with special needs, a 10% increase for students with Individual Education Plans moving from Level 2 to Levels 3 and 4 for cohort 2011 versus cohort 2010 for the English and Integrated Algebra regents examinations.

3. COLLEGE READINESS

Four interdisciplinary and grade specific inquiry teams will be formed and meet 8 times by June 2011 to examine instructional strategies to the college readiness of High School of Fashion Industries students. These teams will use the inquiry model to implement specific pedagogical strategies with quantitative results.

4. VOCABULARY DEVELOPMENT

Four interdisciplinary and grade specific inquiry teams will be formed and meet 8 times by June 2011 to examine instructional strategies to improve the vocabulary development of High School of Fashion Industries students. These teams will use the inquiry model to implement specific pedagogical strategies with quantitative results. These teams will be accompanied with a daily school-wide vocabulary term of the day that reinforces the use of tier two vocabulary through multiple exposures.

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.

Annual Goal	Short Description
<input type="checkbox"/> <u>DUAL FOCUS</u> The Career and Technical Education (CTE) and Academic departments will support each other throughout the school year as measured by meeting agendas and notes, with regard to higher education institutional standards, for at least 4 meetings held between them.	<input type="checkbox"/> Fashion Industries High School has a dual focus. We provide an industry driven art and design based career and technical education as well as a rigorous full academic program. Our goal is that the career and technical and the academic departments support student learning through interdisciplinary planning and teaching. We use ongoing collaborative planning between teachers and departments in order to help meet this goal. We also have specific professional learning communities that develop interdisciplinary engagements involving members of all departments. We find that with our gifted young artists and designers, an interdisciplinary approach is beneficial for student performance across the subjects but it also provides opportunities for teachers to participate in a community of learners focusing on one goal. <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <u>INSTRUCTIONAL SUPPORT STUDENTS</u> With a greater emphasis on supporting students with special needs, a 10% increase for students with Individual Education Plans moving from Level 2 to Levels 3 and 4 for cohort 2011 versus cohort 2010 for the English and Integrated Algebra regents examinations	<input type="checkbox"/> The improvement of academic performance in classes may lead to improvement in state examinations (Regents RCTs). Improvement in state exams would qualify support services students for the same programs, scholarships, higher education institutions as general education students. Ultimately, the ISS goal is to prepare our students to meet the same standards and opportunities available to all students so that they may attain success in their college career. There should be no distinction between students in achieving educational goals. <input type="checkbox"/>
<input type="checkbox"/> <u>COLLEGE READINESS -</u> Four interdisciplinary and grade specific inquiry teams will be formed and meet 8 times by June 2011 to examine instructional strategies to improve the college readiness of High School of Fashion Industries	<input type="checkbox"/> Through graduation data evaluation and through student surveys, over 95% of our graduates are "college bound". However, in an era of hard economic times, entrance into and continued success into both 2- and 4-year college/university programs has become especially competitive. Many of our students (both current and recent alumnus) struggle with the college application process (selecting appropriate colleges, essay writing,

<p>students. These teams will use the inquiry model to implement specific pedagogical strategies with quantitative results.</p>	<p>PSAT/SAT preparedness, etc) and time management skills. During our recent PLC work, we have been working with groups of Juniors and Seniors. In the coming year, we plan to develop and expand this initiative throughout all grade levels.</p> <p><input type="checkbox"/></p>
<p><input type="checkbox"/> VOCABULARY DEVELOPMENT Four interdisciplinary and grade specific inquiry teams will be formed and meet 8 times by June 2011 to examine instructional strategies to improve the vocabulary development of High School of Fashion Industries students. These teams will use the inquiry model to implement specific pedagogical strategies with quantitative results. These teams will be accompanied with a daily school-wide vocabulary term of the day that reinforces the use of tier two vocabulary through multiple exposures.</p>	<p><input type="checkbox"/> No matter what discipline that is individually taught, vocabulary acts as a barrier to student understanding. The consensus among educational research and the inquiry work done during the 2009-2010 school year indicates that if we are able to improve students' vocabulary with both content specific and generally used words, this barrier would be lifted. This improved student learning would result in higher achievement throughout their four years at HSF I and help with those exams required for higher education opportunities including the SAT / SAT II.</p> <p><input type="checkbox"/></p>

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) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <u>DUAL FOCUS</u></p> <p>The Career and Technical Education (CTE) and Academic departments will support each other throughout the school year as measured by meeting agendas and notes, with regard to higher education institutional standards, for at least 4 meetings held between them.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>School Level Target the improvement of English Language Learners and Instructional Support Students through the development of this goal across curriculums</p> <p>Grade level curricula maps</p> <p>Implement a school-wide ‘Positive Behavioral Interventions and Support’ program to reinforce the types of positive behavior that will support the dual focus goal Create a zero tolerance policy against the use of electronic equipment in order to remove distractions from students in pursuit of this goal Creation of a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic Research multiple pathways to expand the school’s capacity to deliver instruction to students through the use of technology Have every department contribute to the Fashion Show in some way – the goal is to have the entire community have ownership of the school’s culminating event</p>

Department Level

CTE

Create a visual presentation that show cases the extensive development of the annual fashion show in order to educate the entire school community on this process, and gain their support and cooperation

Guidance

Guidance dept. representative to attend monthly meetings in other subject areas. Will bring back information from each department to guidance staff and counselors will share information with students via bulletin board in guidance suite.

Math

Math Teachers will work closely with Fashion, Art and Design staff to develop units of study which emphasize tiling patterns, understanding of symmetry and tessellations which are all essential components of textiles.

Students will collect and analyze current Fashion sales and marketing data when studying Bi-Variate Data, and regression analysis.

Math teachers will engage students in a unit of study on Fractal Geometry, to serve as an inspiration for fabric design and artistic creativity.

English

(1) Add non-fiction reading based on fashion biographies, art history, etc...We will explore existing resources in the library and develop connections to our curriculum

Social Studies/Science

Incorporate more art and fashion into historical/science lessons

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.

- Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal
- Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal
- Use Title 1 funding source for per session hours to train 4 Professional Learning Community teacher leaders focused on this goal
- Use Title 1 funding source for per session hours for teachers of Majors to revise curriculum to better align with student academic needs
- Purchasing rewards for students that serve as motivations to follow the matrix of positive behaviors outlined in the school's 'Positive Behavioral Interventions and Support' program
- Purchase poster size versions of the electronic equipment policy to remind students of its importance
- Hiring a text complexity expert to facilitate a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic
- Hire a consultant grant writer and use per session for staff members to research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology
- Purchase of various educational resources (textbooks and technology), equipment and supplies (including bulletin board in the Guidance Suite) to support projects related to this goal
- Use Title 1 funding to implement a 'Teacher Rounds' model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal
- Develop a uniform observation tool that integrates this school goal within the feedback and evaluation process
- Use C4E funding for supplemental instructional programs of Instructional Support Students and English Language Learners

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Frequency: Monthly review through Professional Learning Communities comprised of both academic and Career and Technical Education staff members Instrument of Measure: Attendance, Agenda and Minutes providing evidence of staff collaboration Projected Gains: Student comprehension of dual focus connections seen in interdisciplinary assessments

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> <u>INSTRUCTIONAL SUPPORT STUDENTS</u> With a greater emphasis on supporting students with special needs, a 10% increase for students with Individual Education Plans moving from Level 2 to Levels 3 and 4 for cohort 2011 versus cohort 2010 for the English and Integrated Algebra regents examinations
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Action Plan

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

**School Level**

Target the improvement of English Language Learners and Instructional Support Students through the development of this goal across curriculums

Provide teachers with a copy of IEP for instructional support service students in their class

Improve the performance of ISS students on their Regents and RCT examinations through: Year-long tutoring opportunities; Provision of customized test/prep materials and training

Bring in more tiered reading materials for to allow for differentiation

Provide more choice of product to differentiate to students' interests and abilities

More structured place for ISS students to go to have their testing accommodations met

Implement a school-wide 'Positive Behavioral Interventions and Support' program to reinforce the types of positive behavior that will support the dual focus goal

Create a zero tolerance policy against the use of electronic equipment in order to remove distractions from students in pursuit of this goal

Creation of a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic

Research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology

Resource Room needs to be utilized better in support of the lessons being taught throughout the school day

Encourage students to see them or ISS Assistant Principal if accommodations are not being offered in classes.

Guidance Department

Attend ALL EPC conferences and annual reviews and create a "sub" system in which if a counselor cannot attend, a colleague will attend in his/her place.

Use white board to schedule all EPC's, annual reviews, groups and visits.

Follow up with students re: application for accommodations through College Board.

Guidance representative to attend Special Education Meetings (one in addition to Support

	Services counselor).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal</p> <p>Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal</p> <p>Use Title 1 funding source for per session hours to train 3 Professional Learning Community teacher leaders focused on this goal</p> <p>Purchase of various educational resources (textbooks and technology), equipment and supplies (including bulletin board in the Guidance Suite) to support projects related to this goal</p> <p>Use Title 1 funding to implement a 'Teacher Rounds' model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal</p> <p>Purchasing rewards for students that serve as motivations to follow the matrix of positive behaviors outlined in the school's 'Positive Behavioral Interventions and Support' program Purchase poster size versions of the electronic equipment policy to remind students of its importance Hiring a text complexity expert to facilitate a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic Hire a consultant grant writer and use per session for staff members to research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology</p> <p>Develop a uniform observation tool that integrates this school goal within the feedback and evaluation process</p> <p>Use C4E funding for supplemental instructional programs of Instructional Support Students</p>

	and English Language Learners
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Frequency: Monthly review through Professional Learning Communities comprised of both academic and Career and Technical Education staff members with a focus on differentiated instruction Instrument of Measure: Classroom observations Projected Gains: Increased evidence of differentiated classroom instruction across disciplines

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> COLLEGE READINESS - Four interdisciplinary and grade specific inquiry teams will be formed and meet 8 times by June 2011 to examine instructional strategies to improve the college readiness of High School of Fashion Industries students. These teams will use the inquiry model to implement specific pedagogical strategies with quantitative results.
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Action Plan

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



Target the improvement of English Language Learners and Instructional Support Students through the development of this goal across curriculums

Implement a school-wide 'Positive Behavioral Interventions and Support' program to reinforce the types of positive behavior that will support the dual focus goal

Create a zero tolerance policy against the use of electronic equipment in order to remove distractions from students in pursuit of this goal

Creation of a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic

Research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology

Improve student time management through the continued implementation of the Tardy Eliminator Program

Set enforceable rules with regard to lateness, due dates on assignments, and make-up work up

Guidance

College Advisor will create checklist per grade level to be shared in 9th and 10th grade guidance groups.

November Peer Leadership college topic with assignment for 11th grade students (for extra credit).

February counselor visits to 11th grade classes as prep for College Advisor's spring visit.

Create shared document of senior application progress to be updated by College Advisor and other counselors.

Monthly college update for guidance staff.

English

Enhance E1 career project to include more focus on college choice in connection with career

Add E6 lesson where students reflect on their transcript and actual college requirements

Test-taking skills in all classes starting in the 9th-grade

	<p>Expand College Readiness E7 elective to two sections</p> <p>After-school support for college essay writing</p> <p><u>Math Department</u></p> <p>Reduce the Algebra course sequence from 2 years to 1 year, to increase the opportunities for students to take more advanced math classes.</p> <p>Program all students that do not pass the Algebra Regents with a 75 or higher for a math elective course whose curriculum is designed to prepare students to be successful on the CUNY Placement and SAT Exams.</p> <p>Supplement regular instruction with weekly SAT review exercises in every math class.</p> <p><u>Science Department</u></p> <p>Work to increase the percentage of eligible students for the advanced regents diploma by preparing students to excel both in a Physical and Life Science Regents exam</p> <p>New course offering AP Biology</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/></p> <p>Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal</p> <p>Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal</p> <p>Use Title 1 funding source for per session hours to train 4 Professional Learning Community teacher leaders focused on this goal</p> <p>Purchase of various educational resources (textbooks and technology), equipment and supplies (including bulletin board in the Guidance Suite) to support projects related to this goal</p> <p>Use Title 1 funding to implement a 'Teacher Rounds' model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal</p>

	<p>Purchasing rewards for students that serve as motivations to follow the matrix of positive behaviors outlined in the school's 'Positive Behavioral Interventions and Support' program</p> <p>Purchase poster size versions of the electronic equipment policy to remind students of its importance</p> <p>Hiring a text complexity expert to facilitate a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic</p> <p>Hire a consultant grant writer and use per session for staff members to research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology</p> <p>Develop a uniform observation tool that integrates this school goal within the feedback and evaluation process</p> <p>Use C4E funding for supplemental instructional programs of Instructional Support Students and English Language Learners</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Frequency: Monthly review through Professional Learning Communities comprised of both academic and Career and Technical Education staff members of ways to improve student time management and organization leading towards post-secondary education success</p> <p>Instrument of Measure: Evaluation of Professional Learning Community constructed assessments by grade</p> <p>Projected Gains: Students on track according to Professional Learning Community constructed assessments</p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific,</p>	<p><input type="checkbox"/></p> <p>VOCABULARY DEVELOPMENT</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Four interdisciplinary and grade specific inquiry teams will be formed and meet 8 times by June 2011 to examine instructional strategies to improve the vocabulary development of High School of Fashion Industries students. These teams will use the inquiry model to implement specific pedagogical strategies with quantitative results. These teams will be accompanied with a daily school-wide vocabulary term of the day that reinforces the use of tier two vocabulary through multiple exposures.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Target the improvement of English Language Learners and Instructional Support Students through the development of this goal across curriculums</p> <p>Implement a school-wide 'Positive Behavioral Interventions and Support' program to reinforce the types of positive behavior that will support the dual focus goal</p> <p>Create a zero tolerance policy against the use of electronic equipment in order to remove distractions from students in pursuit of this goal</p> <p>Creation of a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic</p> <p>Research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology</p> <p>Vocabulary Term of the Day in every grade – teachers and students use that specific word daily – Use It or Lose It</p> <p>Each content area should generate a list of vocabulary words at the beginning of each semester. The vocabulary words should be incorporated into the lessons and referred to through the semester.</p> <p>Incorporating words into handouts, checklists for students and agendas from groups and visits</p> <p>Focus on prefixes, suffixes and roots. A look at words from different languages</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.

- Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal
- Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal
- Use Title 1 funding source for per session hours to train 4 Professional Learning Community teacher leaders focused on this goal
- Purchase of various educational resources (textbooks and technology), equipment and supplies (including bulletin board in the Guidance Suite) to support projects related to this goal
- Purchasing rewards for students that serve as motivations to follow the matrix of positive behaviors outlined in the school's 'Positive Behavioral Interventions and Support' program
- Purchase poster size versions of the electronic equipment policy to remind students of its importance
- Hiring a text complexity expert to facilitate a text complexity study group designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards including the possible creation of a course based on this topic
- Hire a consultant grant writer and use per session for staff members to research multiple pathways to expand the school's capacity to deliver instruction to students through the use of technology
- Use Title 1 funding to implement a 'Teacher Rounds' model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal
- Develop a uniform observation tool that integrates this school goal within the feedback and evaluation process

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Frequency: Monthly review through Professional Learning Communities comprised of both academic and Career and Technical Education staff members focused on vocabulary acquisition across curriculums

Instrument of Measure: Professional Learning Community constructed vocabulary comprehension assessments

Projected Gains: Student performance on constructed vocabulary comprehension assessments

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	209	189	147	160	209	14	25	
10		27	54		54	20	29	
11		37	24	86	86	30	22	
12	20	28	21	42	42	14	17	1

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> After-school and Saturday tutoring for the ELA Regents, RCT Writing and Reading.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Tutoring offered during the school day and after school.</p>
<p>Science:</p>	<p><input type="checkbox"/> Make up labs available. Regents tutoring provided after school and/or Saturdays four weeks prior to next administration of Regents examination. Additional funding for Lab Specialist to set up and clean up experiments.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> After school tutoring and Saturday tutoring in both Global History and United States History and Government.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Seven guidance counselors work with at risk students and make in-house referrals to the school social worker and to the A.P. of Instructional Support Services when necessary. Two related service providers work with at-risk special needs students. Students are referred to outside agencies such as The Door, Mount Sinai Adolescent Health Center and the NYU Child Study Center.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Periodic evaluations of special needs students and at-risk students and recommendations made to school social worker and guidance counselors as well as outside agencies, out patient and in-patient facilities.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Weekly meetings with at-risk students. Connecting with outside agencies for students with mandated counseling.</p>

At-risk Health-related Services:

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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)

9-12

Number of Students to be Served:

LEP 48

Non-LEP 1650

Number of Teachers 95

Other Staff (Specify) Administrators (10), Guidance Counselors (7), Paras (7)

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.

The Title III plan we attached to the CEP through iplan reflects the minor changes from the 2009-10 Title III plan. The change is that we are not using the services of a consultant and we are ordering different books to support the work of our PLCs as it relates to vocabulary development for our ELLS. Specifically, the Professional Salaries category increases to \$12,425 in 2010 from \$11,950 in 2009. Purchased Services decreases to \$0 in 2010 from \$475 in 2009. All other budget categories remain the same.

This year's after-school ESL program which will be conducted by four-five teachers (two ESL, one Spanish/ESL one bilingual Science) for approximately 20 students, will meet on Tuesday and Thursday from 3 – 5 PM for 30 weeks from November to June. In addition, we will run a Native Language (Spanish) Academy on Wednesdays for 30 weeks from November to June—3:00- 5:00 PM conducted by a Spanish teacher who holds an ESL license. An average of five students is expected at each session. The purpose of the native Language Academy is to help students gain support in their academic subjects by scaffolding prior knowledge in Spanish. We have a full range of books and materials in the Academy room to provide support in writing and reading. The AP of Language Arts is the supervisor in charge of this program.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Each department will explore how these strategies can be applied to the specific discipline. In addition, the two ESL teachers work together on a daily basis during a common prep period to articulate student needs and share curriculum resources. They will also begin to work on aligning the ESL curriculum maps to CCS Standards. One of the ESL teachers will work with ELA teachers to perform Instructional Rounds of intervisitations to examine problems of practice. Finally, we will build a resource library for teachers of ELLs.

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

We will invite parents to come in and meet the ESL teachers and the Parent Coordinator to explain the ESL program and offer assistance. These meetings will take place in September, February and May in from approximately 3 - 5 PM. The first meeting will be an introduction and overview of the ESL program, the second will be assistance in parent-teacher communication, the third will deal with helping parents look at data (ARIS, transcripts...) to understand their children's progress.

Section III. Title III Budget

School: N/A
 BEDS Code: 310200011600

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,425	<input type="checkbox"/> <input type="checkbox"/> ESL Academy--November to June--184 per session hours @ \$50/hr=\$9200 NLA Academy—November to June--40 per session hours @ \$50/hr=\$2000 Parent Academy—Four teachers for at total of 2 hours each=25 hrs @ \$50= 1250
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1251	<input type="checkbox"/> <input type="checkbox"/> Words, Words, Words--Teaching Vocabulary Bringing Words to Life: Robust Vocabulary Instruction Inside Words: Tools for Teaching Academic Vocabulary 50 books at \$25/each

Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	\$1324	<input type="checkbox"/> Teacher coverages for ESL teachers to attend DOE ESL Training. Two teachers, four days each X \$167.60 per day =\$1324
TOTAL	0	

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

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

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

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

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

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

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

ESL students including their home languages. In addition, all department heads, guidance counselors and dean's have copies of the language identification cards in all six languages so that they can get phone interpretation help for a parent if needed.

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$965,715	\$649,340	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$16,151		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$48,286	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$96,572	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.

Assist with filling out BEDS forms in order to have it filled out correctly. Offer College Reimbursement for teachers who are not highly qualified.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



Section I: Title I Parent Involvement Policy

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

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

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

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

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

The High School of Fashion Industries will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Section II: School-Parent Compact

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

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;

- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Principal Daryl Blank on September 22, 2010. This Parent Involvement Policy was updated on January 31, 2011. The final version of this document will be distributed to the school community on February 14, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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 review Progress Reports in a variety of settings to note trends and deficiencies, to compare ourselves to student performance at comparable schools and citywide. Whenever possible, teachers use rubrics for assessment of projects, and on these, students receive feedback that helps them to understand expectations and how to improve.

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 provide tutoring for all Regents and RCTs to provide targeted assistance in helping students meet State requirements. We also reduce class sizes in academic courses that end in a Regents as follows:

9th grade--Math--Integrated Algebra ME21

10th grade--Social Studies--Global History H4

11th grade--English E5

12th grade--Social Studies US History H6

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

After-school and Saturday tutoring in Math, Science, English and Social Studies

- o Help provide an enriched and accelerated curriculum.
 - We differentiate materials for accelerated students during tutoring for Living Environment

- o Meet the educational needs of historically underserved populations.

Reduced size English supplemental class for students at greatest risk of failing to meet promotional criteria in ELA offered to freshmen during the day. Double period Scholastic READ 180 class offered to selected 9th and 10th grade support services. Support services students receive a double period of literacy support in 9th and 10th year.

- o 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 use Title I funds to pay for our College Advisor and to have an additional Guidance Counselor, allowing us to reduce case loads and provide more individualized student support.

- o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

In 2009-10, 98% of our faculty was highly qualified. We have allocated funds from the Title I five percent allocation to helping our new teachers become highly qualified by refunding at the CUNY rate fees for coursework.

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

All staff has access to various professional development opportunities and we encourage their participation. All academic departments have a common preparation period that is dedicated to focus groups. Through Title I and General Funds, we support teachers, counselors and administrators in attending local, state and national conferences. Consultants are hired to provide training days for staff at the school. For those PD sessions, staff is relieved of their regular duties and substitute teachers are hired to cover their classes. We have organized ourselves into Professional Learning Communities that cut across departments, and we will be dedicating nine faculty conference afternoons to our work in these PLCs. Our staff and administrators attend training sessions sponsored by citywide organizations. We will continue to work with Scholastic on training our READ 180 teachers.

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

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

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

At times, it is the need for some technical support, i.e. creating an e-mail address and learning to navigate the Internet.

Teachers and counselors may access their school voicemail account messages from home or from any telephone in the school. The calendar and important events are posted on the website and updated. The monthly Parent Newsletters are available on line in English and Spanish. Each month we notify parents/guardians via a postcard that the newsletter is available on the website. In that same postcard, we request that parents/guardians contact our Parent Coordinator to obtain a hard copy of the newsletter. We also have made the staff e-mail addresses available to our parents/guardians.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Question 7 does not apply to 9-12 schools.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Instruction is guided by the Principal and Assistant Principal. Highly qualified teachers will be selected to work with students with greatest needs. In the past, this strategy has yielded strong student outcomes on NYS assessments and increased passing rates. Each teacher and counselor is also involved in inquiry research of the Professional Learning Communities.

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We have a fully developed Career and Technical Education Program. We receive VTEA funding to enrich these programs.

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 specifically 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" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$811,200	True	All 4 school goals
Title I, Part A (ARRA)	Federal	Yes			\$642,846	True	All 4 school goals.
Title III	Federal	Yes			\$15,000	True	All 4 school goals.
Tax Levy	Local	Yes			\$6,498,645	True	All 4 school goals.
IDEA	Federal	Yes			\$243,626	True	All 4 school goals

¹**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.

²**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.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

7

2. Please describe the services you are planning to provide to the STH population.

Counselors are made aware and support students with tutoring and counseling services on a needed basis.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_02M600_030911-105704.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 02	School Number 600	School Name Fashion Industries
Principal Daryl Blank		Assistant Principal Nancy Moore	
Coach		Coach	
Teacher/Subject Area Mark Pacheco/ESL		Guidance Counselor Rachel Wellen	
Teacher/Subject Area Nadera Rezwi/ESL		Parent	
Teacher/Subject Area Isabel DeLaRosa/Science		Parent Coordinator Milagros Colon	
Related Service Provider Joyce Wilson		Other Shannon Kohm	
Network Leader Jayne Godlewski		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1673	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	2.87%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Our Assistant Principal of Language Arts works closely with the Admissions Director to carefully identify any incoming ELL. Almost all of our students enter the school through an eighth-grade admissions process. We take in few students over-the-counter (OTC). However, we look carefully at the OTCs and students entering from private school to be sure that a Home Language Survey (HLIS) is accurately completed by the parent and program choices are explained. The HLIS is administered only by this Assistant Principal or the bilingual-Spanish Admissions Director.
2. Based on the information collected on the HLIS, the AP or ESL teacher administers the LAB-R if needed. If the student is determined to be an ELL, the AP, with the assistance of the Spanish-Bilingual Parent Coordinator, arranges a meeting with the parent to explain the program choices. Once the term begins, the AP runs the Admit Report weekly to identify any other OTCs. The AP of Language Arts is also responsible for reviewing the yearly NYSESLAT results and ensuring that students are programmed for the required minutes of instruction based on these results.
3. The AP ESL sends out continued entitlement letters by the end of September. Based on LAB-R results, we haven't had to send out entitlement letters, but if needed the same AP would do this.
4. In all cases where we've administered the LAB-R, the result was that the student was not entitled to ESL services. In any future situations where a tested student is eligible, the AP with the Spanish-speaking Parent Coordinator (or a staff member who speaks the home language) would meet with the parent to explain and distribute the Parent Survey and Program Selection form. Because for the past three years, no student required services based on a LAB-R administered here, we do not have an observable trend.
5. Historically, we have not had 20 students per grade, or on two contiguous grades with the same home language who have come from a middle school Transitional Bilingual Education (TBE) program or OTCs whose parents choose TBE.
6. We only offer the option of students eligible for ESL being placed in the freestanding ESL program. We will continue to build our program so that we can offer the choice. Where possible, we do program our Spanish-speaking ELLs in content courses (math, science and history) taught by Spanish-speaking teachers. Each year, for the past four years we have had only 3 or four students eligible for the LAB-R and none so far this year with no Home Language code. When needed, the AP of Language Arts has conference in person or by phone with the parents to complete the survey. The same AP or ESL teacher administered the LAB-R.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In														0
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	21
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	36

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	1	0	7	1	0	36	3	21	48
Total	5	1	0	7	1	0	36	3	21	48

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	9	10	3	42
Chinese											1		2	3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean												2		2
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	21	10	12	5	48								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. We have a freestanding, self-contained ESL model.

b. The classes are organized by grade with heterogeneous groupings of proficiency levels. One of the supplemental classes is heterogeneous by grade.

2. The AP reviews the NYSESLAT results each year and communicates the programming needs to the programmer based on these results. The 9th and 10th-grade Spanish-speaking ELLs are programmed with Spanish-speaking math teachers who have Bilingual licenses.

a. We have a freestanding ESL model in compliance with CR Part 154 which includes double-block units of study five days a week (450 minutes/week) for most of our Intermediate students and a single-block or more (225 minutes/week) for all of our Advanced students. We have one beginning student who is X-coded. If we had others they would receive a third period of instruction with a licensed ESL or Bilingual teacher for a total of 540 minutes per week of instruction.

3. The ESL Teachers are part of a joint department with the ELA teachers. The two ESL teachers hold ESL licenses; in addition, one holds an English license. They plan and attend professional development together and with the ELA Department as a whole. The curriculum for the ESL classes mirrors the content and the rigor of the ELA program. In the freestanding ESL classes, one period a day mirrors the curriculum of the corresponding ELA course. For example, a lesson may focus on a particular ELA Regents task or research project, but the teachers scaffold the information to help the students build academic language. Teachers also emphasize spoken language skills by having students work cooperatively in groups and prepare oral presentations. In the second block period of freestanding ESL each day, the teachers emphasize skills that bridge to other academic subjects. For example, a teacher may plan a unit on reading and writing about issues relating to the study of the natural world. In addition to these classes, through our Title III funding we have an ESL Academy after school run by an ESL teacher, a Spanish teacher and a bilingual Science teacher where students can get assistance with all their course work. We also offer a Spanish Native Language Academy run by a Spanish teacher where our Spanish-speaking ELLs can get academic support in Spanish.

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

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

4. a. The AP Language Arts evaluates the records of incoming ELLs to identify to ensure proper placement and identify any SIFE students or newcomers. The guidance counselors will meet with the five SIFE students once a month to provide extra counseling and support. With the support of the ESL teacher, the student would be encouraged to attend the After-School ESL academy. The ESL teacher differentiates instruction in the classroom to meet the needs of the student.

b. A newcomer is buddies up in the classroom with a student who speaks the same language to help him or her make a comfortable transition to high school. All newcomers are placed in small ESL classes to move them towards preparation for the ELA Regents.

c. All ELLs with 4-6 years are placed in small classes to receive individualized assistance. In addition they can attend the after-school ESL Academy.

d. Approximately 75% of our ELLs are long-term. Most are Special Needs students with learning disabilities. We support these students by moving them from self-contained ESL classes to mixed ELA classes supported by a supplemental ESL program. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. Starting last year, we have done more intensive preparation for the NYSESLAT. Some of our students are not good standardized test-takers. By familiarizing them with the construction of the test, this will reduce anxiety and help us get a better reading of their abilities.

e. In addition to serving these students through the ESL program as mandated through their IEP there is content-specific tutoring available after-school and use of a computer lab. In the 9th-grade and 10th-grade these students are in the READ 180 program so that there is an intensive focus on reading skills. Also, testing is conducted in the student's native language and Spanish-speaking students receive counseling by a licensed bilingual Social Worker. Our bilingual ERSSA Social Worker also provides additional support. Once identified, these students are tracked from grades 9 through 12 and referred to available tutoring programs (in each subject area), before, during, and after school as well as the ESL Academy. Additional support is provided by a bilingual para-professional in subject area classes, and reference materials are also available in the student's native language.

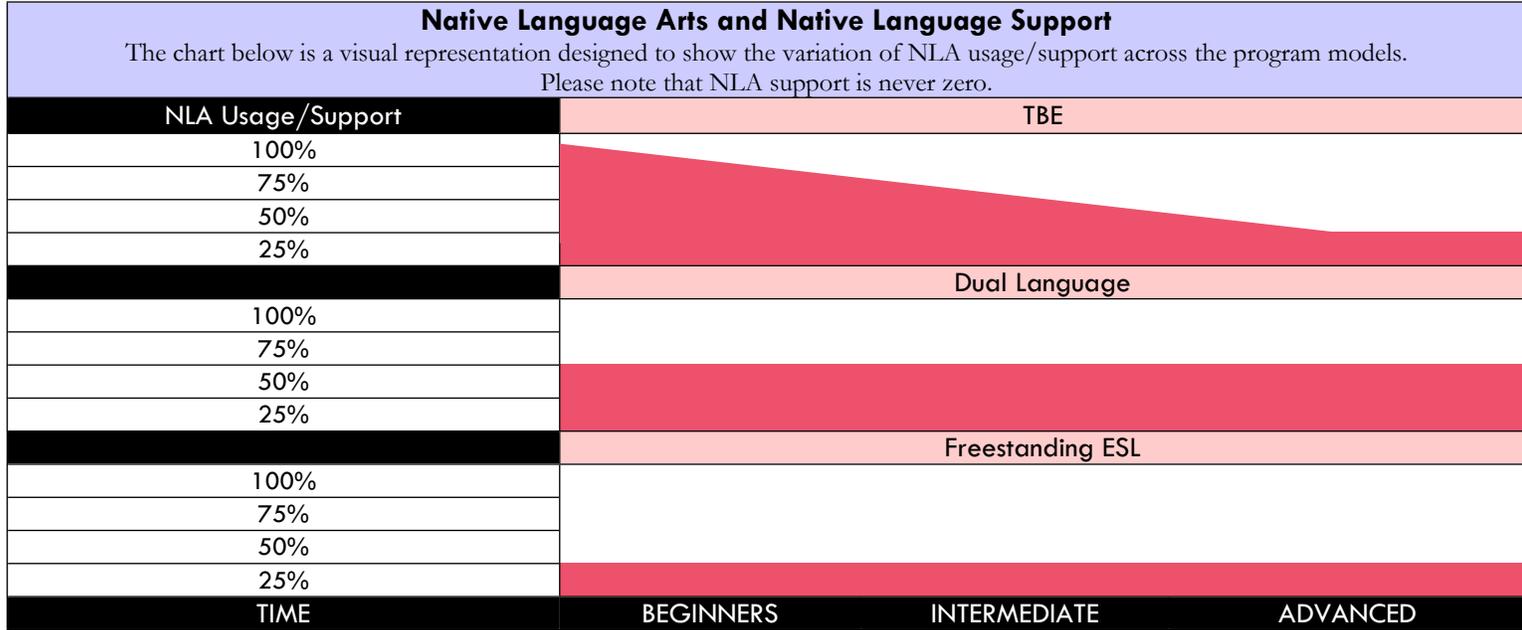
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. In addition, though we don't have a formal Bilingual program, our Spanish-speaking Ells are programmed in a class with Spanish-speaking teachers in Math, Social Studies and Science. In their self-contained ESL classes, students receive the same materials and preparation as the general population but review the material with language support, including a bilingual glossary in math.

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

In science, we offer each test/quiz in both English and Spanish for ELL Spanish students. Students are also allowed to turn in projects in Spanish (ie: labeling cell diagrams in Spanish). Teachers regularly meet with ELL trained teachers to determine modules of instruction that help ELL learners. Tutoring available in Spanish for science.

We have several different instructional materials for our ELL students including: Spanish textbooks, glossaries, and handouts that are modified for ELL students. These materials are distributed at the teacher's discretion. We continue to expand this area.

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

7. For the first time this year, the 9th-grade double-period ESL course is taught using the Scholastic READ 180 model. Careful analysis of data suggest that for this population, intensive focus on reading skills provided by a licensed ESL teacher will set them on the way for success across different content areas.

8. Will continue our instructional model as per CR Part 154 as well as our title III funded ESL and Native Language Academies.

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

FALL 2010 EXTRACURRICULAR ACTIVITIES LISTING

ACTIVITY	SUPERVISOR	ROOM NUMBER	MEETING TIMES
Accessories Club	Ms. Riser	927	Tuesday, Wednesday, 4:00
Adopt-A-Student Program	Ms. McAllister	de Hormaza 219	1x-2x/month, 3:45-5:00 or 5:00-7:00 p.m.
Anime Club	Mr. Heaton	321	Thursdays; 3:45 p.m.
Bowling (Boys)	Ms. Wellen	127	September-November, Monday-Friday 4:00 p.m.
Bowling (Girls)	Ms. McGowan	844	September-November, Days vary – 3:45 p.m.
Cheer	Ms. Gibson	Auditorium	Tuesdays and Thursdays; 4:00-5:30 p.m.
Chit Chat Club	Ms. Dahill	Library	Monday-Friday; 3:00-4:30 p.m.
Cosmetology Club	Ms. Barnett	721	Tuesdays; 3:45 p.m.
DECA	Ms. Serrano	901	Tuesdays; 3:45 p.m.
Drama Club	Ms. Hibbert	925	Wednesdays; 3:45 p.m.
ESL Academy	Spanish and ESL teachers	TBD	TBD
ESL Science Academy	Ms. DeLaRosa	TBD	TBD

Fashion Cares	Ms. Keele	723	Thursdays; 3:45 p.m.
Gay Straight Alliance	Ms. Gonzalez	TBD	TBD
Hip Hop/Reggae Dance Team	Ms. Paz	Auditorium	Tuesdays and Thursdays; 3:45 p.m.
Human Rights Club	Mr. Leftwich	940	Wednesdays; 3:45 p.m.
International Club	Ms. Wang	606	Wednesdays; 3:45 p.m.
Microsoft Office Systems (*Select students only)	Ms. Chase	221	Mondays; 3:45 p.m.
Photography Club	Ms. Boulamaali and Mr. Newman	243	Tuesdays and Wednesdays; 4:00-6:00 p.m. (select students)
Prom Committee	Ms. Medina	TBD	November - June (Juniors-Seniors) - TBD
Publications (Newspaper and Literary Magazine)	Ms. Adamczyk	906, 943	Tuesdays; 3:45 p.m.
Rif Raf Book Club	Ms. Moore	225	Wednesdays (dates vary); 3:45 p.m.
Soccer	Mr. Kilpatrick	542	Varies; 4:00-6:00 p.m.
Softball/Volleyball	Ms. Sostre	3rd Fl. Gym and Chelsea Park	Mondays to Fridays; 3:45 p.m.
Step and Double Dutch	Ms. David	Student's Café	Wednesdays; 4:00-5:30 p.m.
Swim Team (Girls)	Ms. Ocol and Ms. Ellis	519 or Rec Centre Pool	Mondays to Thursdays; Fridays optional; 3:45 p.m.
Track (Girls)	Mr. Rodriguez	TBD	Monday-Friday; 3:45 p.m.

10. We have several different instructional materials for our ELL students including: Spanish textbooks, glossaries, and handouts that are modified for ELL students. These materials are distributed at the teacher's discretion. We continue to expand this area.

11. 88% of our ELLs have a home language of Spanish. We offer them one year of both Native Language and Heritage Language Spanish classes. In these classes Spanish is used as a scaffold to build overall literacy skills. We also have Spanish bilingual teachers for these students in math and science as well as Spanish and Chinese bilingual guidance counselors. With Some of our Title III funds, we offer a Spanish Native Language Academy after-school where our Spanish-speaking ELLs can get homework help and literacy support.

12. Our freestanding ESL program mirrors students grade in their in at least one of their periods each day. One of our supplementals is a heterogeneous mix of grades 10, 11 and 12 because of the small number of students served.

13. We have an orientation in June for parents of incoming 9th-graders. This program is run by our Spanish bilingual Admissions Director. The first two weeks of the ESL class for 9th-graders focuses on orienting student to the school.

14. We offer Spanish -speaking ELLs a Native Language Spanish class. Because we are a CTE school, there are no other languages offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. In terms of professional development, the ESL Teachers will meet a minimum of once a month during the common planning period to review curriculum, share strategies and discuss individual student progress. The ESL Teachers regularly attend conferences offered by the DOE. This year, the focus will be on attending conferences that address support for Special Needs ELLs as this is our largest group of long-term ELLs. Through department meetings, all teachers and counselors address ELL topics such as the review of our LAP. This year, we will use a portion of Title III funds to begin building a library of resources on teaching ELLs to build the capacity among all teachers of ELLs.

2. An orientation session is offered for parents in the June prior to the start of the new school year. A freshman orientation is held on the first day of school. These sessions offer parents and students a chance to become familiar with the school and ask questions.

3. All new teachers in the building will receive 7.5 hours of training on ELL strategies during the monthly new teacher workshops with the Principal. A series of five workshops will be offered throughout the year for academic teachers focusing on topics such as use of expressive writing to explore academic subjects, cooperative learning strategies, family-partnerships.

E. Parental Involvement

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

1. Our Parent Coordinator and Admissions director are bilingual Spanish-speakers. Monthly Parents Association meetings and activities are organized by the Parent Coordinator. She also sends out a weekly email newsletter. A more detailed newsletter is posted monthly on our school website in English and Spanish. Electronic translators are provided for parent meetings and conferences. We have a Spanish Bilingual para-professionals who works within the Special Ed ELLs classroom and are involved in parent phone outreach. The Parent Coordinator sends important information to parents in both English and Spanish via mailings and Phone-masters. E-mails are sent in English and responded to in both English and Spanish. The Parent Newsletter is sent home in both English and Spanish.

2. We do use CBOs for workshops as well provide translations for ELL parents.

3. A parent survey goes out from the Parent Coordinator twice a year to evaluate the needs of the parents. Ideas from the parent-surveys, are incorporated into workshops that they have a interest or need for. This year, the school is forming a Parent Involvement Committee to analyze the Learning Environment Survey results and make improvements.

4. The Parent Coordinator plans parent activities based on feedback from surveys and the Parents Association. Based on that she arranges activities based on parent interest such as financial aid information, stress reduction ...

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										8	6	6	1	21
Advanced (A)										9	4	6	4	23
Total	0	0	0	0	0	0	0	0	0	18	10	12	5	45

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

	I										1	1	2	0
	A										7	2	6	2
	P										10	7	4	4
READING/ WRITING	B										1	0	0	0
	I										8	6	4	1
	A										9	4	8	3
	P										0	0	0	1

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15	0	8	0
Math <u>Int Alg</u>	10	0	5	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9	2	2	2
Physics				
Global History and Geography	3	7	1	2
US History and Government	6	7	2	2
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. We are a 9-12 high school. Starting this year, we assess each incoming 9th-grade ELLs reading level by administering an SRI through READ 180. We also evaluate NYS Reading and Math results through ARIS.

2. Based on NYSESLAT results it is clear that ELLs need the most help on Reading and Writing.

3. These skills are emphasized in both the free-standing classrooms and the Title III after-school academy. We are bringing in additional reading resources to be able to better differentiate based on student interest. We are also working with a teaching artist from City College on a creative writing program in the 9th and 10th-grade ESL classes. We support our Native Spanish-speakers by offering two levels on NLA Spanish to build reading and writing skills in Spanish through rigorous study of literature and research projects. We have begun the use the periodic ELL assessment in addition to Acuity testing to pinpoint students' needs and better focus instruction.

4. a. The results are more or less equal
 b. We use the ELL Periodic Assessment in the spring to fine-tune instruction prior to the May NYSESLAT.
 c. The results from Periodic Assessment are very much aligned to what we find from the NYSESLAT results, that students need the most help with Reading and Writing skills

5. N/A

6. The main measure of success for our ELLs is their success on the five required Regents and an on-time graduation rate.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The High School of Fashion Industries					
District:	2	DBN:	02M600	School		310200011600

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		88.8	90.0	89.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	445	440	446				
Grade 10	477	481	454				
Grade 11	430	375	415				
Grade 12	330	378	319				
Ungraded	0	0	0				
Total	1682	1674	1634				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.9	98.1	99.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	67.7	76.7	79.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	9	145	16

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	6	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	76	71	49	Principal Suspensions	85	97	120
# in Collaborative Team Teaching (CTT) Classes	22	34	67	Superintendent Suspensions	0	2	11
Number all others	72	74	66				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1607	1660
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	94	94	86
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	36	36	29
# receiving ESL services only	38	35	TBD	Number of Educational Paraprofessionals	2	1	4
# ELLs with IEPs	17	27	TBD				

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

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
	19	11	85	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.3	78.1	91.9
				% more than 5 years teaching anywhere	69.1	69.8	75.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	90.0	88.4
American Indian or Alaska Native	0.4	0.5	0.4	% core classes taught by "highly qualified" teachers	87.7	98.1	99.1
Black or African American	38.2	38.8	40.2				
Hispanic or Latino	51.6	50.8	50.7				
Asian or Native Hawaiian/Other Pacific	4.0	4.2	4.0				
White	5.1	4.8	4.3				
Male	8.7	8.1	7.8				
Female	91.3	91.9	92.2				

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

SURR School (Yes/No)		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:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

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

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

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						-
Students with Disabilities				vsh	vsh	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				5	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	92.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	7.5	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	21.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	48.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	15		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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