



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INTERNATIONAL ARTS BUSINESS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K544

PRINCIPAL: ANGELO MARRA

EMAIL: AMARRA@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Angelo Marra	*Principal or Designee	
Diana Cooke	*UFT Chapter Leader or Designee	
Kenneth Brown	*PA/PTA President or Designated Co-President	
Jennifer Austin	DC 37 Representative, if applicable	
Gila Skelly Markiya Lee	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
YANY	CBO Representative, if applicable	
Gladys Simmons	Member/Parent	
Ronald Merisier	Member/Teacher	
Barbara Joseph	Member/Teacher	
Judith Holder	Member/Parent	
Yvette Paul	Member/Parent	
Marlene Sterling	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 Global Regents Passing Percentage

To increase the number of students in the 2015 cohort achieving a 65 or higher on Global History Regents in June 2013 by a 4% from 27% to 31% by June 2013.

Comprehensive needs assessment

- Based on 2011-2012 ATS scholarship reports, 27% of students in the 2014 cohort achieved a 65 or higher percent on the Global History Regents in June 2012.
- In order to achieve a higher score on our Progress Report in the Student Progress section we need to increase the number of students in our General Education and Special Education categories in achieving a passing rate on the Global History Regents.

Instructional strategies/activities

Use of Data in both department and grade level meetings

- Item Analysis of Global Regents 2012
- Review Students' essays using rubrics
- Develop feedback based on analysis of the June 2012 Global Regents from a literacy and content perceptive.

Curriculum and Instruction

- Teachers will complete two curriculum units and student tasks in literacy and mathematics aligned to the Common Core Learning Standards.
- In-class exams aligned with Regents' standards will show an increase in passing percentages
- Utilize the results of the item-analysis of in-class exams to review strategies to improve instruction and test-taking skills during department and grade level meetings
- Social Studies department meetings will focus on creating common graphic organizers and strategies in preparation for essay writing.
- Social Studies teachers will learn and implement literacy strategies into Social Studies lessons.
- Focus on student ability to interpret and evaluate documents and create a well developed thematic essay during the fall term of 2012 by Global History and ELA class teachers and department teams.
- Focus on student ability to interpret and evaluate documents and create a well developed document based essay during the spring term of 2013 by Global History and ELA class teachers and department teams.
- Utilize differentiated instruction for our at-risk students to achieve success in class exams that are aligned with the regents' standards by grade level and department teams.
- Align Global History and ELA with the CCLS in both curricula and instruction to achieve success in the Regents.
- Resource teachers will create lessons for resource students to build their skills based on IEP and individual progress reports.

Assessment benchmarks

- Scholarship Report – tracking passing percentages for a 10% increase each marking period
- In-class exams will align with Regents standard incorporating 50% data-based questions by January 2013.
- By April 2013, there should be a 10% increase in passing percentages from the first mock regents in the fall to the second mock regents in the spring term.
- By December 2012 at least 50% of students will write a passing thematic essay based on Regents rubric
- By March 2013 at least 50% of the students will write a passing DBQ based on Regents rubrics

School wide strategies

- Incorporate our Transition Support Network into developing a shared understanding of instructional excellence
- Principal and APs will conduct partial observations for each teacher using selected components of the Danielson’s research based rubric to provide meaningful feedback.
- Principal and Assistant Principals will develop and implement a coherent PD plan for teachers that integrate the components of the Danielson rubric.
- Provide an AIS and tutoring programs for our at-risk population
- Provide translations, dictionaries, and modifications for ELL population
- Use common planning time for guidance conferencing with teachers, parents and students

Strategies to increase parental involvement

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents’ Diploma and Career/College Readiness.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- During the January-March PA meetings the focus will be Regents’ Preparedness. The structure of the Global Regents and its importance to academic progress will be explained by the Principal/Assistant Principal.
- Credit Recovery, the structure and its importance will be discussed with the Parents by the Principal/Assistant Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.
- AP of Special Education will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our network will assist in coordinating PD especially for our at risk population
- Global Kids provides workshops on college preparedness which includes writing of college applications and personal statements. Other workshops develop leadership skills where our students are encouraged to take on leadership roles in community service activities. The program grants internships and trips to Washington to promising students.
- Build On provides opportunities for community service dealing with literacy building. Internships include a working expedition to Latin America or Africa to assist in building a school and living with a village family.
- Young Audience of New York – art residencies are incorporated into content areas to support literacy utilizing art media.

SES programs for ELA and Math provide tutoring to our eligible students

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 Credit Accumulation

By June 2013, the percent of our students in their third year earning 10 or more credits will increase from 58.3% to 63.3%.

Comprehensive needs assessment

In order to achieve a higher score on our Progress Report in the Student Progress section we need to increase the number of students in our General Education and Special Education categories in accumulating credits. When our 58.3% of our third year students that achieved 10 or more credits were compared to our peer and the citywide ranges, IABS only achieved 25% of the range.

Instructional strategies/activities

Use of Data

- The Eleventh Grade Level team will analyze the performance of the students to determine an action plan across the disciplines to support the 2014 cohort.
- Eleventh Grade Level team will monitor student progress analyzing scholarship reports, discussions on individualized students and in-class assessments weekly.
- Grade level and Department teams will analyze the marking period scholarship reports to identify areas of concern with specific students and determine an action plan to assist the students, especially the at-risk students.
- Principal and/or Assistant Principal will analyze the marking period scholarship reports and plan with the teachers to create an action plan to move 10% of the students each marking period from one grade level to another.
- Math teachers will increase the use of item-analysis of regents aligned in-class exams to identify areas of need and success.

Curriculum and Instruction –

- Teachers will increase the use of data-driven instruction based on item-analysis of in-class exams and inquiry team findings
- Teachers will complete two curriculum units and student tasks in literacy and mathematics aligned to the Common Core Learning Standards.
- The Mathematics department team will develop interventions and follow the progress of individual students in the target group
- Teachers will create positive student voice and increase student engagement in the classroom
- Formal and informal observations conducted by Assistant Principals and Principal will identify effective methods of teaching and learning using Danielson's rubric
- One formal or informal observations conducted by assistant principals will focus on in-class exams
- The Math Department including the Special Education teacher will utilize the common planning time to align instruction, curriculum, and assessments; to plan interventions and follow the progress of their students,
- Math teachers will infuse academic vocabulary development using word walls and literacy strategies to increase the quality and quantity of vocabulary of the students.

- Social Studies and ELA teacher will align curriculum and instruction to create interdisciplinary lessons and assignments
- ELA and Social Studies teachers will use “Live Folders” for accessibility of make-up work.
- Credit recovery program for students that fail major academic subjects in the fall term
- Optimize the use of AIS sessions for ELA students. Teacher teams will include a certified ELA teacher.
- Evaluate student work to determine the areas in need of improvement, set goals and monitor progress to those goals throughout the year

Assessment benchmarks

- Scholarship Report – tracking passing percentages for a 10% increase each marking period
- By February 2013, 61% of our students will be on track for credit accumulation of 5 credits or more

School-wide strategies

- Incorporate our Transition Support Network into developing a shared understanding of instructional excellence
- Principal and APs will conduct partial observations for each teacher using selected components of the Danielson’s research-based rubric to provide meaningful feedback
- Principal and Assistant Principals will develop and implement a coherent PD plan for teachers that integrate the components of the Danielson rubric.
- Provide an AIS and tutoring programs for our at-risk population
- Provide translations, dictionaries, and modifications for ELL population
- Use common planning time for guidance conferencing with teachers, parents and students

Strategies to increase parental involvement

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents’ Diploma and Career/College Readiness.
- During the fall parents are invited to a curriculum night
- During the December-March PA meetings the focus will be Regents’ Preparedness. The structure of the ELA Regents and its importance to academic progress will be explained by the Principal/Assistant Principal/ELA teacher.
- Credit Recovery, the structure and its importance will be discussed with the Parents by the Principal/Assistant Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.
- Guidance counselor, Assistant Principal, class teacher and grade level team members’ outreach to parents of struggling students.
- Progress Reports will be provided along with the school report cards.
- Administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- AP of Special Education will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our network will assist in coordinating PD especially for our at risk population
 - Global Kids provides workshops on college preparedness which includes writing of college applications and personal statements. Other workshops develop leadership skills where our students are encouraged to take on leadership roles in community service activities. The program grants internships and trips to Washington to promising students.
 - Build On provides opportunities for community service dealing with literacy building. Internships include a working expedition to Latin America or Africa to assist in building a school and living with a village family.
 - Young Audience of New York – art residencies are incorporated into content areas to assist ELA and math literacy utilizing art media.
- SES programs for ELA and Math provide tutoring to our eligible students

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3 ELA Regents Passing Percentages

By June 2013, the percent of our students passing the ELA regents for the first time will increase from 70% to 73%.

Comprehensive needs assessment

- Based on 2011-2012 ATS scholarship reports, 70% of students in the 2013 cohort achieved a 65 or higher percent on the ELA Regents in June 2012.
- In order to achieve a higher score on our Progress Report in the Student Progress section we need to increase the number of students in our General Education and Special Education categories in achieving a passing rate on the ELA Regents.

Instructional strategies/activities

Use of Data:

- Grade level and Department teams will analyze the marking period scholarship reports to identify areas of concern with specific students and determine an action plan to assist the students especially the at-risk students.
- Principal and/or Assistant Principal will analyze the marking period scholarship reports and plan with the teachers to create an action plan to move 10% of the students each marking period from one grade level to another.
- ATS attendance reports to monitor period and daily attendance
- Review of student work

Curriculum and Instruction

- Teachers will increase the use of data-driven instruction based on item-analysis of in-class exams and inquiry team findings
- Teachers will complete two curriculum units and student tasks in literacy and mathematics aligned to the Common Core Learning Standards.
- The ELA department team will develop interventions and follow the progress of individual students in the target group
- Teachers will create positive student voice and increase student engagement in the classroom
- Formal and informal observations conducted by Assistant Principals and Principal will identify effective methods of teaching and learning using Danielson's rubric
- The ELA teachers including the Special Education teacher will utilize the common planning time to align instruction, curriculum, and assessments; to plan interventions and follow the progress of their students.
- ELA teachers will infuse academic vocabulary development using word walls and literacy strategies to increase the quality and quantity of vocabulary of the students.
- Social Studies and ELA teacher will align curriculum and instruction to create interdisciplinary lessons and assignments
- ELA and Social Studies teachers will use "Live Folders" for accessibility of make-up work.
- Credit recovery program for students that fail major academic subjects in the fall term

- Optimize the use of AIS sessions for ELA students. Teacher teams will include a certified ELA teacher.
- Evaluate student work to determine the areas in need of improvement, set goals and monitor progress to those goals throughout the year

Assessment benchmarks

- Scholarship Report – tracking passing percentages for a 10% increase each marking period
- By February 2013, 80% of our students will have completed successfully one credit of ELA

School-wide strategies

- Incorporate our Transition Support Network into developing a shared understanding of instructional excellence
- Principal and APs will conduct partial observations for each teacher using selected components of the Danielson’s research-based rubric to provide meaningful feedback
- Principal and Assistant Principals will develop and implement a coherent PD plan for teachers that integrate the components of the Danielson rubric.
- Provide an AIS and tutoring programs for our at-risk population
- Provide translations, dictionaries, and modifications for ELL population
- Use common planning time for guidance conferencing with teachers, parents and students

Strategies to increase parental involvement

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents’ Diploma and Career/College Readiness.
- During the fall parents are invited to a curriculum night
- During the December-March PA meetings the focus will be Regents’ Preparedness. The structure of the ELA Regents and its importance to academic progress will be explained by the Principal/Assistant Principal/ELA teacher.
- Credit Recovery, the structure and its importance will be discussed with the Parents by the Principal/Assistant Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.
- Guidance counselor, Assistant Principal, class teacher and grade level team members’ outreach to parents of struggling students.
- Progress Reports will be provided along with the school report cards.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- AP of Special Education will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our network will assist in coordinating PD especially for our at risk population
 - Global Kids provides workshops on college preparedness which includes writing of college applications and personal statements. Other workshops develop leadership skills where our students are encouraged to take on leadership roles in community service activities. The program grants internships and trips to Washington to promising students.
 - Build On provides opportunities for community service dealing with literacy building. Internships include a working expedition to Latin America or Africa to assist in building a school and living with a village family.
 - Young Audience of New York – art residencies are incorporated into content areas to assist ELA and math literacy utilizing art media.
- SES programs for ELA and Math provide tutoring to our eligible students

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4 Mathematics Regents

By June 2013 to increase the number of students taking the Algebra regents from 36% passing percentage to 42%.

Comprehensive needs assessment

- Based on 2011-2012 ATS scholarship reports, 36% of students in the 2015 cohort achieved a 65 or higher percent on the Algebra Regents in June 2012.
- In order to achieve a higher score on our Progress Report in the Student Progress section we need to increase the number of students in our General Education and Special Education categories in achieving a passing rate on the Algebra Regents.

Instructional strategies/activities

Use of Data in both department and grade level meetings throughout 2012-13

- Item Analysis of Algebra Regents 2012
- Develop feedback based on analysis of the June 2012 Algebra Regents from a literacy and content perspective.

Curriculum and Instruction

- Teachers will complete one curriculum unit and student tasks in literacy and mathematics aligned to the Common Core Learning Standards.
- Utilize the results of the item-analysis of in-class exams to review strategies to improve instruction and test-taking skills during department and grade level meetings
- After school/lunchtime tutoring for our at risk students
- Professional Development for common core and differentiation
- Create short term goals to identify students' progress by Math and grade level teams
- Utilize differentiated instruction for our at-risk students to achieve success in class exams that are aligned with the regents' standards by grade level and department teams.
- Credit Recovery program in the Fall and Spring to help our students regain credits and readiness for the Regents
- Align in-class exams with the CCLS and State Standards in both curricula and instruction to achieve success in the Regents.
- Resource teachers will create lessons for resource students to build their skills based on IEP and individual progress reports.

Assessment benchmarks

- Scholarship Report – tracking passing percentages for a 5% increase each marking period
- By February 2013, there should be a 65% passing percentages in-class Algebra exams aligned with the regents standards
- By March there should be a 20% increase from the first mock regents in the January to the second mock regents in the spring term.

School wide strategies

- Incorporate our Transition Support Network into developing a shared understanding of instructional excellence
- Principal and APs will conduct partial observations for each teacher using selected components of the Danielson’s research based rubric to provide meaningful feedback.
- Principal and Assistant Principals will develop and implement a coherent PD plan for teachers that integrate the components of the Danielson rubric.
- Provide an AIS and tutoring programs for our at-risk population
- Provide translations, dictionaries, and modifications for ELL population
- Use common planning time for guidance conferencing with teachers, parents and students

Strategies to increase parental involvement

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents’ Diploma and Career/College Readiness.
- During the fall parents are invited to a curriculum night
- During the December-March PA meetings the focus will be Regents’ Preparedness. The structure of the ELA Regents and its importance to academic progress will be explained by the Principal/Assistant Principal/ELA teacher.
- Credit Recovery, the structure and its importance will be discussed with the Parents by the Principal/Assistant Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.
- Guidance counselor, Assistant Principal, class teacher and grade level team members’ outreach to parents of struggling students.
- Progress Reports will be provided along with the school report cards.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- AP of Special Education (Mr. Rice) will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Our network will assist in coordinating PD especially for our at risk population
- Global Kids provides workshops on college preparedness which includes writing of college applications and personal statements. Other workshops develop leadership skills where our students are encouraged to take on leadership roles in community service activities. The program grants internships and trips to Washington to promising students.
- Build On provides opportunities for community service dealing with literacy building. Internships include a working expedition to Latin America or Africa to assist in building a school and living with a village family.
- Young Audience of New York – art residencies are incorporated into content areas to assist ELA and math literacy utilizing art media.
- SES programs for ELA and Math provide tutoring to our eligible students

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students that are identified as at-risk and/or lowest third in the area of ELA are programmed for after-school AIS session. Instruction is based on acquiring the reading, writing, listening, and speaking skills necessary to become a successful ELA achiever, both in the classroom and on standardized exams (i.e., Regents, RCT, Acuity, CCSS assessment task).	Students are arranged into small groups of no more than 8 and instruction is delivered through a 2 teacher collaborative model. Each session is lead by a content specialist and supported by a second teacher.	Sessions are held on Tuesdays and Thursdays for 50 minutes per session.
Mathematics	Students that are identified as at-risk and/or lowest third in the area of Mathematics are programmed for after-school	Students are arranged into small groups of no more than 8 and instruction is delivered through a 2 teacher collaborative model. Each	Sessions are held on Tuesdays and Thursdays for 50 minutes per session.

	<p>AIS session. Mathematics sessions are focusing on improving the basic mathematics skills needed to successfully complete high school level course work, the Algebra and Geometry Regents exams, and become college ready in the area of math. Instruction is based on acquiring the computational, reasoning, algebraic, computer and calculator skills necessary to become a successful mathematics achiever, both in the classroom and on standardized exams (ie: Regents, RCT, Acuity, CCSS assessment task).</p>	<p>session is lead by a content specialist and supported by a second teacher.</p>	
Science	<p>Students that are identified as needing additional support in the sciences are given opportunities to do so during small group tutoring and make up laboratory sessions. Science department teachers evaluate student progress on a bi-monthly basis. Individual students that display a deficit receive a progress report. In addition, eligibility for taking the NY State Regents exams in science is determined cumulatively. Students deemed ineligible based an lab completion receive a status report for lab class. Make up lab sessions are offered weekly during the school day and after school.</p>	<p>Science AIS sessions are conducted by collaborative teacher teams, including one content specialist and one support teacher. All AIS and make up lab sessions are based on “hands on” interactive instruction which includes differentiated activities for multiple learning styles.</p>	<p>Science teachers conduct review science lessons, small group tutoring, and lab sessions during 50 minute AIS sessions on Tuesdays and Thursdays, afterschool.</p>
Social Studies	<p>Credit recovery courses offered to students in order to provide an</p>	<p>Smaller class size and extended time is provided for all students in specific</p>	<p>The credit recovery program is offered as a part of the school’s</p>

	opportunity to make up coursework in a timely manner.	Social Studies classes Specialized Social Studies classes include Collaborative Team Teaching models, and Electives	extended day program. Tutoring is provided during Lunch and afterschool.
At-risk services provided by the Guidance Counselor	Guidance counselors offer individual and small group counseling sessions for students that have been identified as in need of additional support. The school guidance department, in conjunction with support staff, hold weekly attendance meetings to identify attendance issues and schedule home visits, individual sessions, and meeting with parents.	Method for delivery of service ranges from Individual conferencing to small group instruction	As needed or during Lunch, before or after school.
At-risk services provided by the Social Worker	Our school shares a part time social worker with another campus school. In addition, our campus employs a second social worker, as a member of our campus SBST. Each social worker: <ul style="list-style-type: none"> • Provides crisis intervention services for students • Collaborates with guidance department on planning and implementing special programs to address the needs of the students population (ie: SPARK program, STD program, SAFE Horizons program, Drug, Alcohol, Mental Health referrals, EMS services • Consults with school administrators, guidance 	Method for delivery of service ranges from Individual conferencing to small group instruction	As needed or during Lunch, before or after school.

	<p>staff, and /or classroom teachers concerning individual students</p> <ul style="list-style-type: none"> • Provides short term counseling for students in need • Provides individual and group long term counseling <p>Collaborates with the school psychologist and special education staff to complete all evaluations, services, and referrals in a timely manner</p>		
At-risk Health-related Services	<p>Bi-annually, our partnership with the New York City Department of Health provides health related workshops, free health screening, and follow up medical services to students with hygiene, STD, and personal health issues. In addition, our campus sustains a full time health clinic staff with certified nurses, physicians, dentists, psychologists, and other health related professionals. Membership into the health clinic is free and requires a parent application to be submitted. Services include daily health maintenance, immunization, emergency services, health education, and treatment for injuries and illnesses.</p>	<p>Method for delivery of service ranges from Individual conferencing to small group instruction</p>	<p>As needed or during Lunch, before or after school.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **IABS is a phase-out school in its first year of a three-year phase-out; accordingly, recruitment and retention are extremely difficult and excessing, in preparation for the eventual closing of our school, is done annually based on license seniority.** Notwithstanding, at this time all our teachers are HQT. New teachers that are considered for job openings are screened by our network and school administrators. Professional development opportunities based on Danielson's rubric and literacy strategies, etc. is provided. Teachers are encouraged to seek out external opportunities that are subsided by the International Arts Business set-aside monies. Our school is implementing the City-Wide Instructional Expectations for the 2012-13 SY providing a crucial common denominator with all other schools despite our phase-out classification. Our Transition Support Network has also developed and assisted our school with strategies for recruitment, retention, support and professional development.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Rubain Dorancy/Alexis Penzell	District 17	Borough Brooklyn	School Number 544
School Name International Arts Business High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Sheila Hanley	Assistant Principal Sean Rice
Coach	Coach
ESL Teacher Mirla Mercado	Guidance Counselor Debra Chan
Teacher/Subject Area Heath Kirkendoll/Social Studie	Parent Allison Smith
Teacher/Subject Area Andrea Sturm	Parent Coordinator NA
Related Service Provider Mitch Suval	Other
Network Leader Alexis Penzell	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	394	Total Number of ELLs	31	ELLs as share of total student population (%)	7.87%
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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. All students admitted to International Arts Business High School are administered the Home Language Identification Survey HLIS. This includes an informal oral interview in English and in the native language by Guidance Counselor Deborah Chan in Chinese and ELL certified teacher Mirla Mercado in Spanish. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit. Translations services are made available during the entire ELL Identification process. When required the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission under the guidance of our ELL teacher in a separate location. If the student has previously taken the Lab-R, our guidance counselor will review the previous school records and designate the appropriate services for success in the NYSESLAT based on their level of proficiency determined by the Lab-R. The staff responsible for conducting the initial screening and administering the HLIS and LAB R are Debora Chan, licensed Guidance Counselor and Chinese language speaker and Mirla Mercado, licensed ESL teacher and Spanish language speaker. All ELLs, as identified in ATS, will take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort will be made to provide make-up testing sessions to those who are absent for the scheduled NYSESLAT. For our Spanish speaking ELLs, the above procedures are maintained, but the Spanish Lab-R is utilized. It is explained to the parents that we provide free standing ELL program based on the decisions of the majority of parents, but we will retain their requests for other programs until the number of requests increase.

2. For parents of new enrollees, Guidance Counselor Debora Chan or Assistant Principal of Guidance Marisa Martinelli will show the Parent Orientation Video in the parents' native language through the DOE website. At this time parents are afforded the opportunity to ask questions about each of the options with an available translator or DOE translation services if necessary. If they choose a program that is not our free standing ESL program, we will explain our policy of honoring their requests in the future if more parents opt for that particular program. We will inform the parents of such schools where their choice of program exists. If parents do not select a program, the student is placed in our free standing ESL program.

3. Guidance counselor maintains documentation of ELL program selection and placement.

--Entitlement letters are immediately sent to the parents upon completion of the LAB-R through the students' ELL certified teacher Mirla Mercado and guidance counselor Deborah Chan. A copy of the entitlement letter is maintained in the students' records.

-At the identification meeting, Guidance counselor and ELL coordinator outreach to the parents and students for the return of the Parent Survey and Program Selection. If the survey and selection sheets are not returned, the guidance counselor and ELL coordinator continue outreach through parent conferences and phone messages.

4. After the student has taken the LAB-R exam and the student has been deemed eligible for ESL services, parents are given the Parent Survey and Program Selection forms. If the forms are available in the native language, they are given. If not, we do our best to have the information translated either with the DOE translation services or a member of our school community. We review the RLEX data, parent review form, Lab-R and after giving the parents an opportunity to view the video and intake conference, the guidance counselor along with the AP Guidance programs students in their appropriate settings. To date, all parents have chosen an ESL instructional program, so the student is immediately programmed for the appropriate grade and classes. We utilize our

Creole, Chinese and Spanish native language speakers on our staff to communicate with parents in person, through phone calls and the school messenger. Continued entitlement letters are maintained with the students' school records in the guidance office.

5. To date, the trend seen is 100% of the families opt for an ESL instructional program.

6. Since all of our parents have selected ESL as their program of choice for their children after attending the in-take conference, viewing the video on their options, and completing the program selection, our program is aligned with their choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In										6	12	8	5	31
Total	0	0	0	0	0	0	0	0	0	6	12	8	5	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	12	Special Education 4
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years) 12

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	12			7		2	12		2	31
Total	12	0	0	7	0	2	12	0	2	31

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	5	3	1	12
Chinese											1			1
Russian													1	1
Bengali														0
Urdu														0
Arabic														0
Haitian										1	2	2	1	6
French										2	3	2	2	9
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	7	11	8	5	31

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our ELL students are departmentalized based on their cohort year and credit accumulation. Therefore our ELL students are placed in heterogeneous classes for all subjects except for their ELL classes. Students are placed in homogeneous ELL classes based on the results of their NYSESLAT.

2. In order to maintain the mandated number of instructional minutes according to proficiency level, we have a dedicated ESL teacher who provides instruction to all levels of ESL in self-contained classes.

3. All content area instruction at our school is delivered in English. Teachers use ESL methodologies to deliver instruction. Teachers have content objectives as well as language acquisition objectives in all areas. Teachers in disciplines other than English work to make sure that students understand and can use appropriate language and structures that are important to their given content area. All teachers are given professional development on how to scaffold activities and materials for ELLs. Our ELL teacher provides content area support by pushing in to content areas classes and providing oral and written translations. We do not at this time have enough students that requested TBE/DL programs.

4. Native language staff member engage in a one to one conference with the student to determine their comprehension of their native language. We will provide interpretive materials and ask them to read and explain their understanding of the subject for example a math problem or the back of a novel in their own language. We do not have TBE/DL programs due to lack of requests.

5. Students are placed in appropriate content subject based on their cohort year and credit accumulation as seen in the previous school records. Subject is taught in English supported by translation. Students are further supported with a peer student with a higher level of English understanding. In-class libraries contain multi-language translation of books for support. Teachers utilize word walls, instructional strategies that are differentiated, and collaborate with the ESL teacher on lessons. The ESL teacher is pushed into classes where needed. Our ELL students are enrolled in the AIS program that is supported by the ESL and foreign language teachers. Since the majority of our ELL students are in the U.S. for less than three years, our instructional plan remains the same for all ELLs. Our ELL students are enrolled in ELA class along with their ESL program. The ELA teacher in collaboration with the ESL teacher supports the students with instructional strategies such as vocabulary building, translation materials, word walls and multi-level texts. We do not have long term ELL students.

6 & 7. We do our best to ensure that every student with an IEP has the services in which he/she is entitled. This year we have only two ELL students that are serviced by our ELL and special education programs. ELL students with IEPs are scheduled for mandatory Academic Intervention Services, two days per week, for 50 minutes per sessions, after school. A licensed ESL teacher is team teaching with one (1) licensed foreign language teacher and one (1) special education teacher to deliver instructional support in English. Student progress is being evaluated on a monthly basis. The focus of the curriculum is reading instruction, reading comprehension, and linguistic exercises. All ELL students were administered the San Diego Reading Assessment to record current reading and performance levels.

A. Programming and Scheduling Information

These students are given formal ESL classes on a daily basis. Our licensed ESL teacher has implemented a skills-based program following the text *Getting Ready for the NYSELAT* (produced by Attanasio & Associates, Inc.). Each student has received a workbook with interactive exercises for the four core areas tested by the NYSELAT.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Along with classroom instruction that is geared to meet the needs of ELLs, we also offer a variety of interventions to ensure that all students succeed. We offer after AIS and school tutoring. We have incorporated the Wilson Program especially for those students with the least proficiency in the English language. We have one of our inquiry team focusing on ELLs in the math and global history classes.
9. Since we only have two students who has tested at the proficient level, we have informed teachers that they are still entitled to ESL testing modifications and supports. Our ESL teacher is available for support in content areas and literacy. They are encouraged to attend lunch time tutoring.
10. We are not introducing any new programs, but aligning our Wilson program to the ESL program.
11. We are not discontinuing any programs
12. International Arts Business' program allows ELLs equal access to the same curriculum as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration. Faculty members have taken course work in QTEL and professional development seminars in and out of the school. Topics explored were instructional strategies that are differentiated, Collins Writing Project, mapping texts, vocabulary building, chunking, and incorporating visuals into lessons. AIS provides a foreign language teacher in collaboration with the ESL teacher.
13. Materials used in the classroom include:
 - Laptop carts for individual projects, class work, periodic assessments, or group work.
 - Teacher created power points to support class discussions and group work.
 - Math and History materials that are adapted for ESL students.
 - High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially nonfiction to support the other academic subjects.
 - Bilingual translation dictionaries in all the native languages of our students
14. Students at IABS come from a variety of language backgrounds which makes it difficult to consistently instruct in the Native Language Arts. However, students are encouraged to use their first language in any way that will help them access the material used in classes. This may come in the form of language translation dictionaries, documents translated in their language or help from classmates with similar language backgrounds.
15. Yes, all curricula are age appropriate. Our mission is to give equal access to ELLs in all content areas. It is imperative that our ELLs receive resources and support appropriate for a college bound high school student.
16. ELL students entering from intermediate schools are required to attend an orientation week during the summer prior to the first semester at International Arts Business School. Marble Hill. During the academic year, students are given an appropriate program after the LAB-R is administered. Their programs often include after-school tutoring. New students are also paired with "buddies", often of their native language background, to help them assimilate into the school.
17. Since we are a small school with a very small budget, our language elective is Spanish.

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. We have professional development seminars and inquiry team meetings which have reviewed topics such as student-level data analysis, test review strategies, strategies for modifying whole-class assignments, and development of writing and literacy skills across the disciplines through collaboration between ELA and Social Studies. In addition, the model of the school provides teachers with daily networking time, during which teachers engage in professional development (e.g., writing strategies, the writing process, error correction, and project sharing) or work collaboratively to plan instruction. At least one teacher in each subject area has been trained in QTEL and Collins Writing Project. We intend to send more teachers to trainings this year. Teachers will be trained on how to create projects aligned to the new State Core Curriculum and learning standards which incorporate academic language and assessment rubrics. Teachers will be trained on how to differentiate their lessons at monthly departmental and staff development meetings (ongoing throughout year). Teachers will be trained on how to use data to help identify strengths and areas in-need-of improvement in their classrooms.
2. One tool that has really helped staff assist ELLs is ARIS. All teachers have been trained in the use of ARIS and most utilize the information on an on-going basis. This has been useful in getting information about incoming ELLs' academic history. In addition, during October, our 9th grade ELA classes provide writing and comprehension assessments. This information is useful in setting the curriculum for the first marking period. Finally, Datacation/Skedula is a powerful tool for teachers to share strategies and information about the needs of individual students, with each other and with parents, through parents' online accounts.
3. Professional development seminars centers on strategies dealing with literach and writing - Wilson, Collins Writing Project and use of graphic organizers for a start.

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. Parents/guardians of newly enrolled ELL are given the State standards, assessments, school expectations and graduation requirements. Parents/guardians are also invited to PTA meetings where presentations on graduation requirements, the Regents, college process, school accountability measures, and basic computer skills are addressed. Our A.P. Guidance sends out a Parent Newsletter four times a year that also serves to update parents about upcoming events and important information. We also send home letters, memos, e-mails and use our School Messenger to deliver important messages. The Datacation portal, Skedula, is providing all parents/guardians with a web-based view of their child's attendance and academic progress, available at any time. If we do not have a staff member that a parent/guardian can communicate with we utilize the translation phone line from the DOE. We also try to get ELL parents to become PTA board members or Title I Committee members so they can take a more active role in the school and their child's education by assisting administration with the budgeting of Title I funds and also working on the CEP. In the spring, we invite all parents to complete the Learning Environment Survey.

2. Along with Young Audiences of New York and DCTV, we have an arts festival that celebrates the theme of our school. All performing, visual, and culinary arts are displayed and performed thereby encouraging our parents to visit our school.

3. We evaluate the needs of the parents through the learning environment survey, PA concerns and one on one conferences.

4. We are just implementing parental involvement activities that address the needs of the parents such as computer literacy workshops.

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)												6	2	8
Intermediate(I)										3	10	1	2	16
Advanced (A)										3	2	1	1	7
Total	0	0	0	0	0	0	0	0	0	6	12	8	5	31

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		2	
Integrated Algebra	18		6	
Geometry	3		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	13		4	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	13		2	
US History and Government	3		0	
Foreign Language	3		3	
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								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1-Literacy skills of our ELL students are assessed by using LAB-R exams, Acuity Periodic Assessment, teacher created reading and writing tasks, mock regents, CCLS Performance Tasks, and the San Diego Quick Reading Diagnostic.

2-The data from the NYSESLATS reveal that our ELL students have displayed a gradual increase in Listening & Speaking performance, with one slight decrease, with an average performance index of 701.5, 717.7, 705.5, and 792.6, respectively. 12 grade students performed at the average proficient level. Reading & Writing performance index displayed a more consistent improvement, with 694.8, 701.1, 714.0, and 741, respectively. The data also showed that our ELL students performed higher in Listening & Speaking than Reading & Writing in all cohorts except the 11th grade. This supports the single year decrease in Listening and Speaking data.

3-As a results of this data, we have implimented strategies and purchased materials that support improvement in the core areas measured on the NYSESLATS. All ELL and ELA classrooms have been equipped with reading libraries for independpnt reading. In addition, our school purchased graphic novels, audio books, side-by-side readers, and leveled reading comprehension anthologies to support reading and listening skill acquisition. ELL and ELA curriculum maps have been updated to include speech writing and public speaking, oral presentation tasks, and cooperative group tasks to support speaking skill acquisition. In 2011, our school adopted The Collins Writing Program, an intensive writing initiative which aligns writing techniques, literacy skills, and Common Core Learning Standards for improved student performance. Our entire staff has received training, materials and instructional support to impliment The Collins Writing Program.

4-Student are being given the oppourtunity select independent reading selections based on personal choice. Student interest in reading has increased in ELA classes. As a result of the NYSESLATS exam, we have purchased student workbooks that simulate the tasks presented common to the NYSESLATS exam. Students are given opportunities to complete classroom tasks using both english and translated versions. Students are encouraged to either take regents exams in their native language or utilize a side by side version for increased understanding. Periodic assessment results inform current deficiency areas for all ELL students. Periodic Assessment results and student feedback detail a need for more instruction concerning test structure and reading comprehension skills on most New York State Regents exams. Our ELL students often struggle with task understanding and test directions, besides content.

5-Not Applicable

6-Data to evaluate the performance of our ELL students is drawn from NYSESLATS, New York State Regents and RCT exams, student progress reports, report cards, transcripts, scholarship reports, and teacher feedback forms.

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.

Our school recently hired a new ELL teacher with experience in teaching intensive writing skills. She is also fluent in spanish, one of our high frequency languages for ELL students.

Our ELL students are now being programmed for additional Academic Intervention Services sessions at the end of their school day. AIS teams include our certified ELL teacher, a foreign language teacher, and a special education teacher. Students receive additional academic instruction across all content areas. The ELL AIS sessions are designed after a resource room model, where students can receive additional tutoring opportunities in challenging areas.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Hanley	Principal		11/29/11
Sean Rice	Assistant Principal		11/29/11
	Parent Coordinator		11/29/11
Mirla Mercado	ESL Teacher		11/29/11

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Allison Smith	Parent		11/29/11
Heath Kirkendoll	Teacher/Subject Area		11/29/11
Andrea Sturm	Teacher/Subject Area		11/29/11
	Coach		1/1/01
	Coach		1/1/01
Debra Chan	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K544** School Name: **International Arts Business H.S.**

Cluster: **5** Network: **New Visions**

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.

We survey our parents on a yearly basis using the Home Language Surveys, Face to Face interviews with guidance counselors and administrators, teachers' and students' input. Since we have several staff members that are proficient in Spanish, Creole/French and Mandarin Chinese, our families have the ability to state their concerns through a translator.

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.

Currently we have approximately thirty families that required translated materials, primarily in Spanish and Creole. The school community receives information concerning needed translations through the guidance and administrative staff.

Part B: Strategies and Activities

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

Written translations of all mailed materials are mailed to the appropriate families. Translated letters provided by the DOE are sent as required. All other school written materials are translated by IABS staff or an approved vendor from the DOE

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

Oral interpretation services are provided to parents as needed regarding attendance, academic progress, school events, key dates and the like by bilingual school staff if available. Messages sent by the school messenger will be sent in Spanish and Creole since these are the primary languages outside of English. For languages for which there are no bilingual staff available, the school will contact a DOE approved vendor.

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

IABs parents receive written notification of their rights regarding translation and interpretation services along with instructions on how to obtain the services. A sign is posted conspicuously in the general office that indicates the covered languages and the room where copies of the written materials can be obtained. IABS will provide appropriate translated materials to parents in need of such services as provided to the general population of the school. Parents will also be provided with oral translations of school information to be disseminated to the general population via phone contact in the native language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: International Arts Business Sc	DBN: 17k544
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: In-School Guidance
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Instructional Program

International Arts Business School is currently in its first year of a three-year Phase-Out process. Our current student ELL population is comprised of Intermediate and Advanced level students who span the 10th, 11th and 12th grades.

The goal of our Title III program is to concentrate on the development of the English communication skills necessary to master the NYSESLATS, ELA Regents Examinations, as well as secondary and post secondary classwork. This goal includes extensive practice of the skills, including reading, writing, speaking, and listening. Our students must pass the NYS ELA Regents in order to graduate by the closing of International Arts Business School which is scheduled for June 2015.

Our after-school Title III program will consist of two days per week of intensive academic support for all English Language Learners. ELL students will receive academic support across all content areas, with a focus on the four main communication skills. The school will purchase and utilize a student text and workbook designed to enrich skills needed to achieve Proficient status on the NYSESLATS. The student text is a workbook, entitled "Getting Ready for the NYSESLAT: Grades 9-12 and the costs is \$595.00 for a class set of 30 books and a teacher's resource pack. The after school program will be taught by one teacher, certified in ESL. ESL students will also be scheduled for additional AIS sessions for ELA and Mathematics. A certified ELA teacher will be partially funded to offer additional instruction focusing on mastery of ELA skills (ie: reading, writing, speaking, listening). Sessions will include intervention services, as well as enrichment activities designed to propel students towards college readiness.

All afterschool sessions will run from the first week in October thru the first week in June.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional Development Program

Two classroom teachers, one ELA and one ELL will attend the PD "Supplemental Technology Pilot

Part C: Professional Development

Program for ELLs scheduled for December 10, 2012, sessions morning (9:00–11:30 a.m.) or afternoon (12:30–3:00 p.m.) The session will be conducted by the Office of English Language Learners. The program addresses the need for building basic language skills for ELLs in addition to daily classroom instruction. Mr. Knight (ELA teacher) and Ms. Lemos (ESL teacher), and a school supervisor will attend the session. In addition, staff will use common planning time, department and grade level meetings to focus on differentiated instruction, language accusation, and communication skills for English Language Learners.

Mr. Knight and Ms. Lemos will also participate in the Online Video Series on Implementing a Successful RTI Model with English Language Learners. The office of English Language Learners in collaboration with Dr. Janette Klingner of the University of Colorado, nationally renowned expert in the field of Response to Intervention (RTI) with English language learners, presents this video series on the implementation of a successful RTI model with English language learners. There are currently 7 videos available in this series which can be viewed at <http://schools.nyc.gov/Academics/ELL/EducatorResources/rti.htm>. The online sessions will be conducted during teacher PD time on Wednesdays, after school. The videos will be viewed collaboratively and then normed to assure correct implementation, as determined by Administration. Subsequent observation reports will focus on the implementation of RTI in the classroom, determining the degree of success and modifications steps, if necessary.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parental Involvement

Parental involvement is a crucial factor in any child's education. When parents are empowered with knowledge about a school's culture, practices, policies and educational philosophy or when parents actively participate in school functions and events, they are more likely to become and stay connected with their own child's academic and social progress in school. The result is a child that realizes his or her best potential in school.

Parents of English Language Learners will thus be supported with information for a variety of parent workshops and engagement meetings provided to them via our phone messenger service, backpack letter to students, or by mail. Parents will be encouraged to attend sessions conducted by the Office of Adult and Continuing Education (OACE) throughout the year. The sessions focus on improving basic skills for the English language with a reading, writing, and math focus. Sessions also include, Career and Technical Education, English for Speakers of Other Languages, and GED preparation. Parent enrollment is available at <http://schools.nyc.gov/ChoicesEnrollment/AdultEd> Parent will be able to choice sessions

Part D: Parental Engagement Activities

of their choice, which includes morning, afternoon, evening and Saturday classes at 175 sites throughout the five boroughs.

Parents will be invited to two PA sessions (January 9th and March 13th, 6:00 -8:00 p.m. Presenters: Principal Marra, AP Rice and AP Martinelli) focusing on NYS graduation requirements, credit accumulation, and supporting your child while preparing for Regents examinations. Parents will be trained how to monitor their child’s progress to ensure “on-track” status toward college readiness. Sources will include report cards, official transcripts, ARIS parent Link, Skedula and school generated attendance records, and progress reports.

Part E: Budget

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

Allocation Amount: \$

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

