



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE HIGH SCHOOL OF FASHION INDUSTRIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M600

PRINCIPAL: DARYL BLANK

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SUPERINTENDENT: **MARISOL BRADBURY**

## 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
Daryl Blank	*Principal or Designee	
Jack Sanchez	*UFT Chapter Leader or Designee	
Eva Mercer-Andrews	*PA/PTA President or Designated Co-President	
Max Hellerstein	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Judd Morgan	Member/ Parent	
Wendy Chaves	Member/ Parent	
Sharon Staine	Member/ Parent	
Milagros Colon	Member/ Parent	
Joyce Wilson	Member/ CSA	
Theresa Ocol	Member/ UFT	
Allyson McDowell	Member/ UFT	
Taylor Lynch	Member/ Student Representative	
Tierra Lynn Colon	Member/ Student Representative	

\*\* 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By July 2013, Increase the percentage of graduating seniors (Cohort O) who have met the 4-year College Readiness Index, as outlined in the New York City Progress Report, in Math and English by 4% (15 additional students).

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An examination of the school’s New York City Progress Report it is clear that there is room for improvement with college readiness. The school’s ‘College Readiness Index’ (4 years) was 40.3%. According to the New York State Report Card only 43.1% are deemed college and career ready using the percentage of students who have graduated with a local, Regents, or Regents with Advanced Designation diploma AND scored 75 or higher on the English Regents examination AND scored 80 or higher on a Regents examination in mathematics

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Development of a school-wide team devoted to college access where staff members (mainly guidance counselors) visit classes in each grade (9-12) to teach lessons on preparing for the college application process. This work is based off from a summer 2012 professional development provided by the Office of Secondary Readiness and a community-based organization ‘CARA’ (College Access: Research in Action).
- Organize school schedule to include ‘First Mondays’ where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal and common professional development centered on the Common Core Standards. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional expectations aligned with the Common Core Standards. The monthly skills are monitored by teachers for students in each content area through the ongoing collection of student work in folders and notebooks along with the diagnostic test administered at the beginning and end of the school year. Individual students that are challenged by specific skill areas will identified in the Professional Learning Communities so teachers can share best practices for supporting these students including tutoring and differentiated grouping. The monthly skills are as follows:

SEPT BER	CTE–PE- ELA SCIENCE – SS	Begin with a fall term Diagnostic. Paragraph Summarize/ Paraphrase/ cite textual evidence.
		<b>ALG:</b> Students will critique one variable equations both correct and incorrect answers

	MATH	<p><b>GEO:</b> Students will be able to describe the meaning of logic, define and identify the basic terms of geometry and correctly use symbols to denote each concept.</p> <p><b>TRIG:</b> Students will identify the relationship between equations and their graphic representations.</p>
OCTOBER	CTE–PE– ELA SCIENCE – SS	Paragraph Analysis / inference
	MATH	<p><b>ALG:</b> Students will be able to analyze and critique graphs i.e.: slope, y-intercept, positive or negative slope, zero or no slope.</p> <p><b>GEO:</b> Apply methods of proving triangles congruent to formal proofs.</p> <p><b>TRIG:</b> Students will master algebraic manipulations of radical equations, quadratic equations, and complex expressions.</p>
NOVEMBER	CTE–PE– ELA SS - SCIENCE	What makes a good source? Integrate information from multiple sources
	MATH	<p><b>ALG:</b> Students will be to analyze and critique quadratic equations, parabolas, and factoring trinomials</p> <p><b>GEO:</b> Students will be able to prove lines parallel and perpendicular. Students will discover and apply relationships between interior and exterior angles of polygons</p> <p><b>TRIG:</b> Students will master rational expressions and equations including those with rational exponents.</p>
DECEMBER	CTE–PE– ELA SCIENCE– SS	Use technology to produce, publish and/or update shared or individual writing products
	MATH	<p><b>ALG:</b> Students will be able to analyze and critique simplifying and factoring fractions to get like denominators</p> <p><b>GEO:</b> Students will apply the properties of parallelograms, rectangles, rhombi, squares, and trapezoids and use methods of proving quadrilaterals in formal proofs.</p> <p><b>TRIG:</b> Students will recognize function notation and apply to inverse functions, logarithmic functions, and exponential functions.</p>
JANUARY	CTE–PE– ELA SCIENCE – SS	Evaluate a speaker's or writer's point of view, reasoning and use of evidence.
	MATH	<p><b>ALG:</b> Students will critique a Part IV problem from a regents using rubric.</p> <p><b>GEO:</b> Students will understand and apply the concept of slope, distance, midpoint and the equation of perpendicular bisector. Students will critique short answer Regents questions using the rubric.</p> <p><b>TRIG:</b> Students will recognize equations of the circle including necessary algebraic manipulations (e.g. completing the square).</p>

FEBRUARY	CTE–PE- ELA SCIENCE – SS	Paragraph-Support a claim with evidence using proper citation format.
	MATH	<b>ALG:</b> Students will understand the concepts of area, surface area, and volume. Students will have an understanding of unit measures. <b>GEO:</b> Students will be able to define and use ratio and proportion. Students will be able to apply the Right- Triangle Altitude Theorem and prove triangles similar. <b>TRIG:</b> Students will master the unit circle and it's relation to the trigonometric functions and their graphs.
MARCH	CTE–PE - ELA SCIENCE – SS	Multi-paragraph-Develop claims and counter-claims using proper citation format.
	MATH	<b>ALG:</b> Students will analyze and critique a Regents question on Pythagorean Theorem or Trigonometry. <b>GEO:</b> Students will be to write the equation of a circle. Define concurrence, centroid, orthocenter, in-center, circumcenter. Identify all parts of a circle and apply the properties. <b>TRIG:</b> Students will solve trigonometric equations involving inverse functions, substitutions, laws of sine and cosine, and related topics.
APRIL	CTE– PE- ELA SCIENCE – SS	Use words, phrases and clauses to create cohesion between claims and counter-claims in a multi-para-graph essay. CCSS project in Academics.
	MATH	<b>ALG:</b> Students will analyze and critique Regents questions on Probability using the rubrics. <b>GEO:</b> Students will be able to define locus and illustrate and act out the five basic loci theorem. Apply the basic transformations and compositions of transformations. <b>TRIG:</b> Students will master problems involving arithmetic and geometric sequences and series, and probability (e.g. Bernoulli experiments)
MAY	CTE–PE- ELA SCIENCE – SS	Use digital media to enhance a presentation and add interest. Re-administer diagnostic.
	MATH	<b>ALG:</b> Students will analyze and critique what makes a good poll question regarding bias and sample space. <b>GEO:</b> Students will be able to solve for the volume, surface area and lateral area of solid figures. Using manipulatives, students will be able to demonstrate the relationships between planes and lines. <b>TRIG:</b> Students will master binomial expansion, statistical concepts (normal distribution, standard deviation, etc.) and

		regression analysis
JUNE	CTE–PE- ELA SCIENCE – SS	Formal oral presentation of claims and evidence.
	MATH	<p><b>ALG:</b> Students will critique Regents Part IV questions as a review of spring semester.</p> <p><b>GEO:</b> Students will work in groups to solve and critique selected problems with solutions (both correct and incorrect) from the Geometry Regents.</p> <p><b>TRIG:</b> Students will critique selected problems with solutions (both correct and incorrect) from the Advanced Algebra/Trigonometry Regents</p>

- HSFI has been chosen as an iZone school and we are using iLearn online classes to support our support achieve this college and career readiness goal
- Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal
- Implement a school-wide ‘Positive Behavioral Interventions and Support’ program to reinforce the types of positive behavior that will support college readiness
- Creation of a text complexity study course for 9<sup>th</sup> graders designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards
- Implement a ‘Teacher Rounds’ model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal
- Improve the performance of Students on their Regents and RCT examinations through year-long tutoring opportunities and provision of customized test/prep materials and training
- Expand the school’s capacity to deliver instruction to students through the use of technology in the classrooms
- Set uniform and enforceable rules with due dates on assignments, and make-up work up within each department in the school
- Have students use a school planner to organize their schedules and assignments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The High School of Industries will keep parents and families informed and involved in the specific instructional strategies and activities connected to this goal through but not limited to: a weekly parent newsletter; maintenance of a school website (besides the NYC Department of Education portal); use of the ‘School Messenger’ program to send phone calls, texts and emails and parental involvement in the decision-making entities established within the school (School Leadership Team, Parents Association, Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee). The creation of an Assistant Principal supervisory position devoted to parent engagement is scheduled to begin in the spring 2013 term.

### 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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

#### FEDERAL FUNDING

##### Title 1 Funding

This funding from the federal government pays for the following to support this goal:

- 420 hours of per session to pay teachers to tutor students who require Academic Intervention Services in English, Math, Social Studies and Science.
- Professional Development Consultants who coordinate school efforts in vocabulary development, alignment of curriculum with the Common Core State Standards & New York City Department of Education instructional expectations and integrating the Career and Technical Education curriculum with the core academic subjects
- Reduced size classes in the following classes: English Term 5; Global History & Geography Term 4; United States History and Government Terms 1 & 2; Geometry Term 2
- Funding to pay Per Session to teachers, guidance counselors and supervisors for:
  - (1) College Outreach – our full-time college and career counselor given additional funds to Support students with their college plans – 25 per session hours
  - (2) Mentoring – guidance counselors and teachers mentoring at-risk students - 72 per session hours
  - (3) Curriculum Writing – teachers writing the curriculum for the ‘Text Complexity’ course given to all 9<sup>th</sup> graders that is in alignment with the Common Core State Standards – 40 per session hours
  - (4) Various Clubs – clubs aligned with students’ interests and the philosophy that students will perform better academically if they feel connected to the school - 280 per session hours
  - (5) Professional Learning Community & Grade Level Teacher Leaders & Inquiry Specialist – Every teacher, guidance counselor and paraprofessional at the High School of Fashion Industries is part of an inquiry team that analyzes student work with respect to the Common Core State Standards & New York City Department of Education instructional expectations. This funding source pays for an inquiry specialist to train 14 inquiry team leaders whom are also funded by this source – 900 per session hours  
In addition, the school purchased \$3,100 worth of file folders and notebooks for teachers to compile student work
  - (6) Additional Supervisory support – hiring of two additional Assistant Principals to support this college readiness goal. One supervisor would oversee parent engagement and the other supervisor would be in charge of pupil personnel services.

##### Title 3 Funding

This funding from the federal government pays for an after-school English as a Second Language (ESL) and Spanish Native Language Academy where students can get individual and small group assistance on both literacy skills and content area instruction. Periodically during these hours, we also invite in the parents of English

Language Learners to learn more about our ESL program and how we can work together to support the student.

IEP Para Funding

This funding from the federal government pays for 4 paraprofessionals to support students with Individualized Education Plans.

VTEA Grant

This grant from the federal government provides supplemental funding for the school's Career and Technical Education (CTE) programs. Our CTE programs serve as a main source of motivation for our students to stay on track in their core academic programs. Some of the school needs that the VTEA funding pays for include: upgrade of Gerber computer laboratory; CTE course curriculum writing for the recertification of the 4 major programs; 20% of a teacher's salary to provide extra classes within the course sequences; per session for staff to supervise various CTE related clubs; supplies for all majors; new computers for CTE teachers and industry partnerships with Art Connection and International Center for Photography.

NEW YORK STATE FUNDING

C4E Funding

New York State Contact For Excellence funding pays partially for 4 special education teachers to support students with Individualized Education Plans.

Achieve Now Funding

Credit recovery program for at-risk students who have deficiencies in the mastery of content in specific classes

Race to the Top Funding

This funding from the federal government pays for professional development sessions related to preparing teachers to prepare students for the Common Core State Standards. This funding source also pays for a data specialist to examine how students are performing on New York State examinations and their progress in classes at the High School of Fashion Industries.

## **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By July 2013, Increase the percentage of graduating seniors (Cohort O) who have met the College and Career Preparatory Course Index by 4%, as outlined in the New York City Progress Report (12 additional students).

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An examination of the school's New York City Progress Report it is clear that there is room for improvement with the college and career preparatory course index. The school's index is 61.8%.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- The school will continue to develop our 4 New York State accredited Career & Technical Education programs – Fashion Design, Visual Merchandising, Graphics and Illustration, Fashion Marketing – in coordination with the Advisory Board of the High School of Fashion Industries and various higher education institutions that the school has articulation agreements with including Fashion Institute of Technology (FIT); Monroe College; Kent State University and LIM College. These agreements allow these colleges to support Fashion with curriculum review to make sure the material covered in our high school transition smoothly into the topics being taught at the college level. These agreements also give Fashion students a formal connection to these colleges that will help them in the admissions process to these colleges. Each CTE major has a 16 course sequence that students are required to achieve mastery in.
- The addition of chemistry into the Science sequence of classes
- Programming students for Algebra 2 / Trigonometry as part of the graduation requirements in order to increase the number of students enrolled in pre-calculus and calculus classes
- Continue to develop Advanced Placement classes in English literature, United States history, Biology and Spanish literature
- HSMI has been chosen as an iZone school and we are using iLearn online classes to support our support achieve this college and career readiness goal
- Development of a school-wide team devoted to college access where staff members (mainly guidance counselors) visit classes in each grade (9-12) to teach lessons on preparing for the college application process. This work is based off from a summer 2012 professional development provided by the Office of Secondary Readiness and a community-based organization 'CARA' (College Access: Research in Action).
- Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal and common professional development centered on the Common Core Standards. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional

expectations aligned with the Common Core Standards. The monthly skills are monitored by teachers for students in each content area through the ongoing collection of student work in folders and notebooks along with the diagnostic test administered at the beginning and end of the school year. Individual students that are challenged by specific skill areas will be identified in the Professional Learning Communities so teachers can share best practices for supporting these students including tutoring and differentiated grouping. Please see Annual Goal #1 and Action Plan for monthly skill schedule.

- Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal
- Implement a school-wide ‘Positive Behavioral Interventions and Support’ program to reinforce the types of positive behavior that will support college readiness
- Creation of a text complexity study course for 9<sup>th</sup> graders designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards
- Implement a ‘Teacher Rounds’ model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal
- Improve the performance of Students on their Regents and RCT examinations through year-long tutoring opportunities and provision of customized test/prep materials and training
- Expand the school’s capacity to deliver instruction to students through the use of technology in the classrooms
- Set uniform and enforceable rules with due dates on assignments, and make-up work up within each department in the school
- Have students use a school planner to organize their schedules and assignments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The High School of Industries will keep parents and families informed and involved in the specific instructional strategies and activities connected to this goal through but not limited to: a weekly parent newsletter; maintenance of a school website (besides the NYC Department of Education portal); use of the ‘School Messenger’ program to send phone calls, texts and emails and parental involvement in the decision-making entities established within the school (School Leadership Team, Parents Association, Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee). The creation of an Assistant Principal supervisory position devoted to parent engagement is scheduled to begin in the spring 2013 term.

**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      x   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**FEDERAL FUNDING**

Title I Funding

This funding from the federal government pays for the following to support this goal:

- 420 hours of per session to pay teachers to tutor students who require Academic Intervention Services in English, Math, Social Studies and Science.
- Professional Development Consultants who coordinate school efforts in vocabulary development, alignment of curriculum with the Common Core State Standards & New York City Department of Education instructional expectations and integrating the Career and Technical Education curriculum with the core academic subjects
- Reduced size classes in the following classes: English Term 5; Global History & Geography Term 4; United States History and Government Terms 1 & 2; Geometry Term 2
- Funding to pay Per Session to teachers, guidance counselors and supervisors for:
  - (1) College Outreach – our full-time college and career counselor given additional funds to Support students with their college plans – 25 per session hours
  - (2) Mentoring – guidance counselors and teachers mentoring at-risk students - 72 per session hours
  - (3) Curriculum Writing – teachers writing the curriculum for the ‘Text Complexity’ course given to all 9<sup>th</sup> graders that is in alignment with the Common Core State Standards – 40 per session hours
  - (4) Various Clubs – clubs aligned with students’ interests and the philosophy that students will perform better academically if they feel connected to the school - 280 per session hours
  - (5) Professional Learning Community & Grade Level Teacher Leaders & Inquiry Specialist – Every teacher, guidance counselor and paraprofessional at the High School of Fashion Industries is part of an inquiry team that analyzes student work with respect to the Common Core State Standards & New York City Department of Education instructional expectations. This funding source pays for an inquiry specialist to train 14 inquiry team leaders whom are also funded by this source – 900 per session hours  
In addition, the school purchased \$3,100 worth of file folders and notebooks for teachers to compile student work
  - (6) Additional Supervisory support – hiring of two additional Assistant Principals to support this college readiness goal. One supervisor would oversee parent engagement and the other supervisor would be in charge of pupil personnel services.

#### Title 3 Funding

This funding from the federal government pays for an after-school English as a Second Language (ESL) and Spanish Native Language Academy where students can get individual and small group assistance on both literacy skills and content area instruction. Periodically during these hours, we also invite in the parents of English Language Learners to learn more about our ESL program and how we can work together to support the student.

#### IEP Para Funding

This funding from the federal government pays for 4 paraprofessionals to support students with Individualized Education Plans.

#### VTEA Grant

This grant from the federal government provides supplemental funding for the school’s Career and Technical Education (CTE) programs. Our CTE programs serve as a main source of motivation for our students to stay on track in their core academic programs. Some of the school needs that the VTEA funding pays for include: upgrade of Gerber computer laboratory; CTE course curriculum writing for the recertification of the 4 major programs; 20% of a teacher’s salary to provide extra classes within the course sequences; per session for staff to supervise various CTE related clubs; supplies for all majors; new computers for CTE teachers and industry partnerships with Art Connection and International Center for Photography.

#### NEW YORK STATE FUNDING

##### C4E Funding

New York State Contact For Excellence funding pays partially for 4 special education teachers to support students with Individualized Education Plans.

##### Achieve Now Funding

Credit recovery program for at-risk students who have deficiencies in the mastery of content in specific classes

##### Race to the Top Funding

This funding from the federal government pays for professional development sessions related to preparing teachers to prepare students for the Common Core State Standards. This funding source also pays for a data specialist to examine how students are performing on New York State examinations and their progress in classes at the High School of Fashion Industries.

### **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, fourteen interdisciplinary teams will be formed to meet 8 times in order to examine college readiness instructional strategies as measured by attendance lists and agendas for these teams.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the NYC Department of Education progress report,

- 80% of our students are enrolled in college 1 ½ years after they graduate Fashion.
- 65% of our students are enrolled in college 6 months after graduation.

There are significant gaps within the school's statistics – there is a 10% gap between the school's 90% graduation rate and the 80% ultimately enrolled in college (1 ½ years after graduation); there is a 15% gap between college enrollment 1 ½ years after they graduate Fashion (80%) and 6 months after graduation (65%).

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Development of a school-wide team devoted to college access where staff members (mainly guidance counselors) visit classes in each grade (9-12) to teach lessons on preparing for the college application process. This work is based off from a summer 2012 professional development provided by the Office of Secondary Readiness and a community-based organization 'CARA' (College Access: Research in Action).
- Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal and common professional development centered on the Common Core Standards. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional expectations aligned with the Common Core Standards. The monthly skills are monitored by teachers for students in each content area through the ongoing collection of student work in folders and notebooks along with the diagnostic test administered at the beginning and end of the school year. Individual students that are challenged by specific skill areas will be identified in the Professional Learning Communities so teachers can share best practices for supporting these students including tutoring and differentiated grouping. Please see Annual Goal #1 and Action Plan for monthly skill schedule.
- Investigating Universal Design for Learning during 'First Mondays' schedule where staff has common planning time to meet in departments to provide more options for developing and creating instructional strategies to improve student achievement. The department discussions will focus on identifying strategies to provide multiple means of representation to ensure that key information is equally perceptible to all students; ensure that alternative representations are provided not only for accessing information, but for clarity and comprehension for all students; construct useable knowledge for future decision making that not only

depends on perceiving information, but on active information processing skills like selective attending, integrating new information with prior knowledge and active memorization.

- HSFI has been chosen as an iZone school and we are using iLearn online classes to support our support achieve this college and career readiness goal
- Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal
- Implement a school-wide ‘Positive Behavioral Interventions and Support’ program to reinforce the types of positive behavior that will support college readiness
- Creation of a text complexity study course for 9<sup>th</sup> graders designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards
- Implement a ‘Teacher Rounds’ model where teachers visit one another and provide non-judgmental feedback to one another centered on this school goal
- Improve the performance of Students on their Regents and RCT examinations through year-long tutoring opportunities and provision of customized test/prep materials and training
- Expand the school’s capacity to deliver instruction to students through the use of technology in the classrooms
- Set uniform and enforceable rules with due dates on assignments, and make-up work up within each department in the school
- Have students use a school planner to organize their schedules and assignments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The High School of Industries will keep parents and families informed and involved in the specific instructional strategies and activities connected to this goal through but not limited to: a weekly parent newsletter; maintenance of a school website (besides the NYC Department of Education portal); use of the ‘School Messenger’ program to send phone calls, texts and emails and parental involvement in the decision-making entities established within the school (School Leadership Team, Parents Association, Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee). The creation of an Assistant Principal supervisory position devoted to parent engagement is scheduled to begin in the spring 2013 term.

**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      x   Title III      x   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**FEDERAL FUNDING**

Title I Funding

This funding from the federal government pays for the following to support this goal:

- 420 hours of per session to pay teachers to tutor students who require Academic Intervention Services in English, Math, Social Studies and Science.

- Professional Development Consultants who coordinate school efforts in vocabulary development, alignment of curriculum with the Common Core State Standards & New York City Department of Education instructional expectations and integrating the Career and Technical Education curriculum with the core academic subjects
- Reduced size classes in the following classes: English Term 5; Global History & Geography Term 4; United States History and Government Terms 1 & 2; Geometry Term 2
- Funding to pay Per Session to teachers, guidance counselors and supervisors for:
  - (1) College Outreach – our full-time college and career counselor given additional funds to Support students with their college plans – 25 per session hours
  - (2) Mentoring – guidance counselors and teachers mentoring at-risk students - 72 per session hours
  - (3) Curriculum Writing – teachers writing the curriculum for the ‘Text Complexity’ course given to all 9<sup>th</sup> graders that is in alignment with the Common Core State Standards – 40 per session hours
  - (4) Various Clubs – clubs aligned with students’ interests and the philosophy that students will perform better academically if they feel connected to the school - 280 per session hours
  - (5) Professional Learning Community & Grade Level Teacher Leaders & Inquiry Specialist – Every teacher, guidance counselor and paraprofessional at the High School of Fashion Industries is part of an inquiry team that analyzes student work with respect to the Common Core State Standards & New York City Department of Education instructional expectations. This funding source pays for an inquiry specialist to train 14 inquiry team leaders whom are also funded by this source – 900 per session hours  
In addition, the school purchased \$3,100 worth of file folders and notebooks for teachers to compile student work
  - (6) Additional Supervisory support – hiring of two additional Assistant Principals to support this college readiness goal. One supervisor would oversee parent engagement and the other supervisor would be in charge of pupil personnel services.

#### Title 3 Funding

This funding from the federal government pays for an after-school English as a Second Language (ESL) and Spanish Native Language Academy where students can get individual and small group assistance on both literacy skills and content area instruction. Periodically during these hours, we also invite in the parents of English Language Learners to learn more about our ESL program and how we can work together to support the student.

#### IEP Para Funding

This funding from the federal government pays for 4 paraprofessionals to support students with Individualized Education Plans.

#### VTEA Grant

This grant from the federal government provides supplemental funding for the school’s Career and Technical Education (CTE) programs. Our CTE programs serve as a main source of motivation for our students to stay on track in their core academic programs. Some of the school needs that the VTEA funding pays for include: upgrade of Gerber computer laboratory; CTE course curriculum writing for the recertification of the 4 major programs; 20% of a teacher’s salary to provide extra classes within the course sequences; per session for staff to supervise various CTE related clubs; supplies for all majors; new computers for CTE teachers and industry partnerships with Art Connection and International Center for Photography.

#### NEW YORK STATE FUNDING

##### C4E Funding

New York State Contact For Excellence funding pays partially for 4 special education teachers to support students with Individualized Education Plans.

##### Achieve Now Funding

Credit recovery program for at-risk students who have deficiencies in the mastery of content in specific classes

##### Race to the Top Funding

This funding from the federal government pays for professional development sessions related to preparing teachers to prepare students for the Common Core State

Standards. This funding source also pays for a data specialist to examine how students are performing on New York State examinations and their progress in classes at the High School of Fashion Industries.

## **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Students With Disabilities will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at 65+ on the New York State English Language Arts Regents.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The New York State Department of Education School Quality Review report for the school states that:

- Classroom observations revealed that most of the instruction for Students With Disabilities was whole group and teacher directed, with little variety of instructional strategies employed; therefore students have few opportunities to engage in conversations about topics.
- Classroom observations revealed lack of differentiated instruction.
- Co-Teaching model observed was not effectively implemented in each classroom

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - f) key personnel and other resources used to implement these strategies/activities,
  - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - h) timeline for implementation.
- Organize school schedule to include ‘First Mondays’ where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal and common professional development centered on the Common Core Standards. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional expectations aligned with the Common Core Standards. The monthly skills are monitored by teachers for students in each content area through the ongoing collection of student work in folders and notebooks along with the diagnostic test administered at the beginning and end of the school year. Individual students that are challenged by specific skill areas will be identified in the Professional Learning Communities so teachers can share best practices for supporting these students including tutoring and differentiated grouping. Please see Annual Goal #1 and Action Plan for monthly skill schedule.
- Investigating Universal Design for Learning during ‘First Mondays’ schedule where staff has common planning time to meet in departments to provide more options for developing and creating instructional strategies to improve student achievement. The department discussions will focus on identifying strategies to provide multiple means of representation to ensure that key information is equally perceptible to all students; ensure that alternative representations are provided not only for accessing information, but for clarity and comprehension for all students; construct useable knowledge for future decision making that not only depends on perceiving information, but on active information processing skills like selective attending, integrating new information with prior knowledge and active memorization.
- HFSI has been chosen as an iZone school and we are using iLearn online classes to provide instruction to Students With Disabilities in a differentiated manner

- Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal
- Implement a school-wide ‘Positive Behavioral Interventions and Support’ program to reinforce the types of positive behavior that will support the academic achievement of Students With Disabilities
- Creation of a text complexity study course for 9<sup>th</sup> graders designed to explore best practices within this topic and develop strategies to help students meet the Common Core Standards
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**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.

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**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	Tutoring for the ELA Regents College Essay Writing help	Regents: small group review sessions. College Essay: one-on-one	After-school and Saturdays
Mathematics	Tutoring for the Algebra, Geometry and Trigonometry Regents	Small groups and one-to-one Peer tutoring	During & After school and Saturdays
Science	<ul style="list-style-type: none"> <li>·Common Core and text complexity strategies implemented to help students decode text.</li> <li>·Foldables - Artistic projects (and other differentiated modalities) to represent scientific ideas</li> <li>·Students given multiple reading and writing assignments on current events as it relates to scientific topics in Living Environment, Earth Science, and Chemistry courses.</li> <li>·Read alouds and modeling</li> <li>·Hands on activities and laboratory experiments</li> </ul>	<ul style="list-style-type: none"> <li>·Tutoring in small groups</li> <li>·Peer tutoring – one-to-one</li> <li>·Heterogeneous/homogenous grouping for activities and projects</li> </ul>	<ul style="list-style-type: none"> <li>·Before &amp; After school</li> <li>·During lunch periods</li> </ul>
Social Studies	·The academic intervention services integrated into our classroom practices include instructional complex text support strategies aligned to the Common Core.	These methods are applied as: Small group, in the classroom, one-to-one and tutoring and through digital means	These services are provided: During school, After school and Online

	<ul style="list-style-type: none"> <li>·Cornell note taking strategies provide students with a structured path to aid students to synthesize and apply knowledge.</li> <li>·Teachers plan lessons with multiple entry points to support a differentiated classroom.</li> <li>·Lessons often include multimedia to enhance the experience of our school's visual learners.</li> <li>·Teacher team created differentiated supporting materials used in all classes including our inclusion classes.</li> <li>·Regents support classes are offered each term to provide opportunities for struggling students to pass standardized exams. These classes emphasize basic reading skills, vocabulary and test taking strategies.</li> <li>·Homework help/tutoring is available daily and is staffed by social studies teachers twice a week.</li> <li>·The social studies iLearn program provides online and blended learning classes to give students further opportunities to qualify for graduation.</li> <li>·During the NYS testing period we offer an interactive Regents Academy to gear students for standardized tests. In class and after school resources are geared to help students pass these exams on their first try.</li> </ul>		
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<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> <li>·Six guidance counselors work with at risk students and make in-house referrals to the school social worker and to the A.P. of Instructional Support Services when necessary. Two related service providers work with at-risk special needs students. Students are referred to outside agencies such as The Door, Mount Sinai Adolescent Health Center and the NYU Child Study Center.</li> <li>·Periodic evaluations of special needs students and at-risk students and recommendations made to school social worker and guidance counselors as well as outside agencies, outpatient and in-patient facilities.</li> <li>·Weekly meetings with at-risk students. Connecting with outside agencies for students with mandated counseling.</li> </ul>	<p>One-to-one and small groups</p>	<p>During and after the school day</p>
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### **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.

The High School of Fashion Industries has an excellent record of retaining highly qualified teachers which translates into consistency and stability for students. The school offers financial reimbursement as outlined by Title 1 guidelines for teachers who enrolled in educational programs to become highly qualified. The school will offer mentoring to all eligible teachers. Scientific research has shown that a school that implements 'Positive Behavior Interventions and Support' (PBIS), like the High School of Fashion Industries, has higher rates of staff retention than schools that do not follow this model. This is the school's third year with the PBIS model.

**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.

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**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, the High School of Fashion Industries, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. The High School of Fashion Industries'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. The High School of Fashion Industries will support parents and families of Title I students by:

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

The High School of Fashion Industries' Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The High School of Fashion Industries 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 High School of Fashion Industries' Title I program. This information will be maintained by the school.

In developing the High School of Fashion Industries' Title I Parent Involvement Policy, parents of Title I

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the High School of Fashion Industries' 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 and Title I Parent Advisory Council. This includes:
  - providing technical support and ongoing professional development, especially in developing leadership skills;
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
  - host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the High School of Fashion Industries' 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;
  - translate all critical school documents and provide interpretation during meetings and events as needed;
- and

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

- hosting educational family events/activities during Open School Week and throughout the school year;
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council; The High School of Fashion Industries will establish a committee to explore switching the Parents Association to a Parent-Teachers Association;
  - establishing a Parent Resource Center or lending library; instructional materials for parents.
  - encouraging more parents to become trained school volunteers on various school committees including the Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee
  - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
  - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

**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 High School of Fashion Industries and our families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire High School of Fashion Industries 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.

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- providing, if necessary, funds for available transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to The High School of Fashion Industries 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 High School of Fashion Industries information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful

environment for parents and guardians;

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education.

I will also:

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in The High School of Fashion Industries' Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

**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 <b>Jayne Godlewski</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>600</b>
School Name <b>High School of Fashion Industries</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Daryl Blank</b>	Assistant Principal <b>Nancy Moore</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jennifer Bohner</b>	Guidance Counselor <b>Rachel Wellen</b>
Teacher/Subject Area <b>Nadera Rezwi</b>	Parent <b>Milagros Colon</b>
Teacher/Subject Area <b>Isabel De La Rosa</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Luz Hernandez</b>	Other <b>Danielle Silva</b>
Network Leader <b>Jayne Godlewski</b>	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1658</b>	Total Number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>2.90%</b>
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## Part II: ELL Identification Process

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

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

1. Our Assistant Principal of Language Arts works closely with the Admissions Director to carefully identify any incoming ELL. Almost all of our students enter the school through an eighth-grade admissions process. We take in few students over-the-counter (OTC). However, we look carefully at the OTCs and students entering from private school to be sure that a Home Language Survey (HLIS) is accurately completed by the parent and program choices are explained. The HLIS is administered only by this Assistant Principal or the bilingual-Spanish Admissions Director.

2. Based on the information collected on the HLIS, the AP or ESL teacher administers the LAB-R if needed. If the student is determined to be an ELL, the AP, with the assistance of the Spanish-Bilingual Admissions director, arranges a meeting with the parent to explain the program choices. Once the term begins, the AP runs the Admit Report weekly to identify any other OTCs. The AP of Language Arts is also responsible for reviewing the yearly NYSESLAT results and ensuring that students are programmed for the required minutes of instruction based on these results.

3. The AP ESL sends out continued entitlement letters by the end of September. Based on LAB-R results, we haven't had to send out entitlement letters, but if needed the same AP would do this.

4. In all cases where we've administered the LAB-R, the result was that the student was not entitled to ESL services. In any future situations where a tested student is eligible, the AP with the Spanish-speaking Admissions Director (or a staff member who speaks the home language) would meet with the parent to explain and distribute the Parent Survey and Program Selection form. Because for the past three years, no student required services based on a LAB-R administered here, we do not have an observable trend.

5. Historically, we have not had 20 students per grade, or on two contiguous grades with the same home language who have come from a middle school Transitional Bilingual Education (TBE) program or OTCs whose parents choose TBE.

6. We only offer the option of students eligible for ESL being placed in the freestanding ESL program. We will continue to build our program so that we can offer the choice. Where possible, we do program our Spanish-speaking ELLs in content courses (math, science and history) taught by Spanish-speaking teachers. Each year, for the past four years we have had between zero and four students eligible for the LAB-R and none so far this year with no Home Language code. When needed, the AP of Language Arts has conference in person or by phone with the parents to complete the survey. The same AP or ESL teacher administers the LAB-R.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

**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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										24	7	7	10	48
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	24	7	7	10	48

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	22
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	38

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	1	2	9	1	3	29	0	18	48
<b>Total</b>	<b>10</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>29</b>	<b>0</b>	<b>18</b>	<b>48</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										22	6	6	8	42
Chinese										1		1		2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean													2	2
Punjabi														0
Polish										1				1
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>24</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>48</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

## A. Programming and Scheduling Information

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

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

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

a. We have a freestanding ESL model in compliance with CR Part 154 which includes double-block units of study five days a week (450 minutes/week) for most of our Intermediate students and a single-block or more (225 minutes/week) for all of our Advanced students.

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

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

School staff helps ELLs transition for middle school to high school through the Spanish-Bilingual Admissions Director. The 9<sup>th</sup>-grade ESL Teacher conducts a two-week series of orientation lessons in the ESL class at the beginning of September.

4. ELLs are evaluated for support services and other needs by our guidance staff. We have both bilingual Chinese and Spanish personnel.

5a. The AP Language Arts evaluates the records of incoming ELLs to identify to ensure proper placement and identify any SIFE students or newcomers. The guidance counselors will meet with the three SIFE students once a month to provide extra counseling and support. With the support of the ESL teacher, the students are encouraged to attend the After-School ESL academy. The ESL teacher differentiates

## A. Programming and Scheduling Information

instruction in the classroom to meet the needs of the student.

- b. A newcomer is buddies up in the classroom with a student who speaks the same language to help him or her make a comfortable transition to high school. All newcomers are placed in small ESL classes to move them towards preparation for the ELA Regents.
  - c. All ELLs with 4-6 years are placed in small classes to receive individualized assistance. In addition they can attend the after-school ESL Academy.
  - d. Approximately 60% of our ELLS are long-term. Most are Special Needs students with learning disabilities. We support these students by transitioning them from self-contained ESL classes to mixed ELA classes supported by a supplemental ESL program. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient.
6. In addition to serving these students through the ESL program, there is content-specific tutoring available after-school and use of a computer lab. Also, testing is conducted in the student's native language and Spanish-speaking students receive counseling by a licensed bilingual Social Worker. Our bilingual ERSSA Social Worker also provides additional support. Once identified, these students are tracked from grades 9 through 12 and referred to available tutoring programs (in each subject area), before, during, and after school as well as the ESL Academy. Additional support is provided by a bilingual para-professional in subject area classes, and reference materials are also available in the student's native language.
7. We support these students by transitioning them from self-contained ESL classes to mixed ELA classes supported by a supplemental ESL program. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. Starting last year, we have done more intensive preparation for the NYSESLAT. Some of our students are not good standardized test-takers. By familiarizing them with the construction of the test, this will reduced anxiety and help us get a better reading of their abilities.

### 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

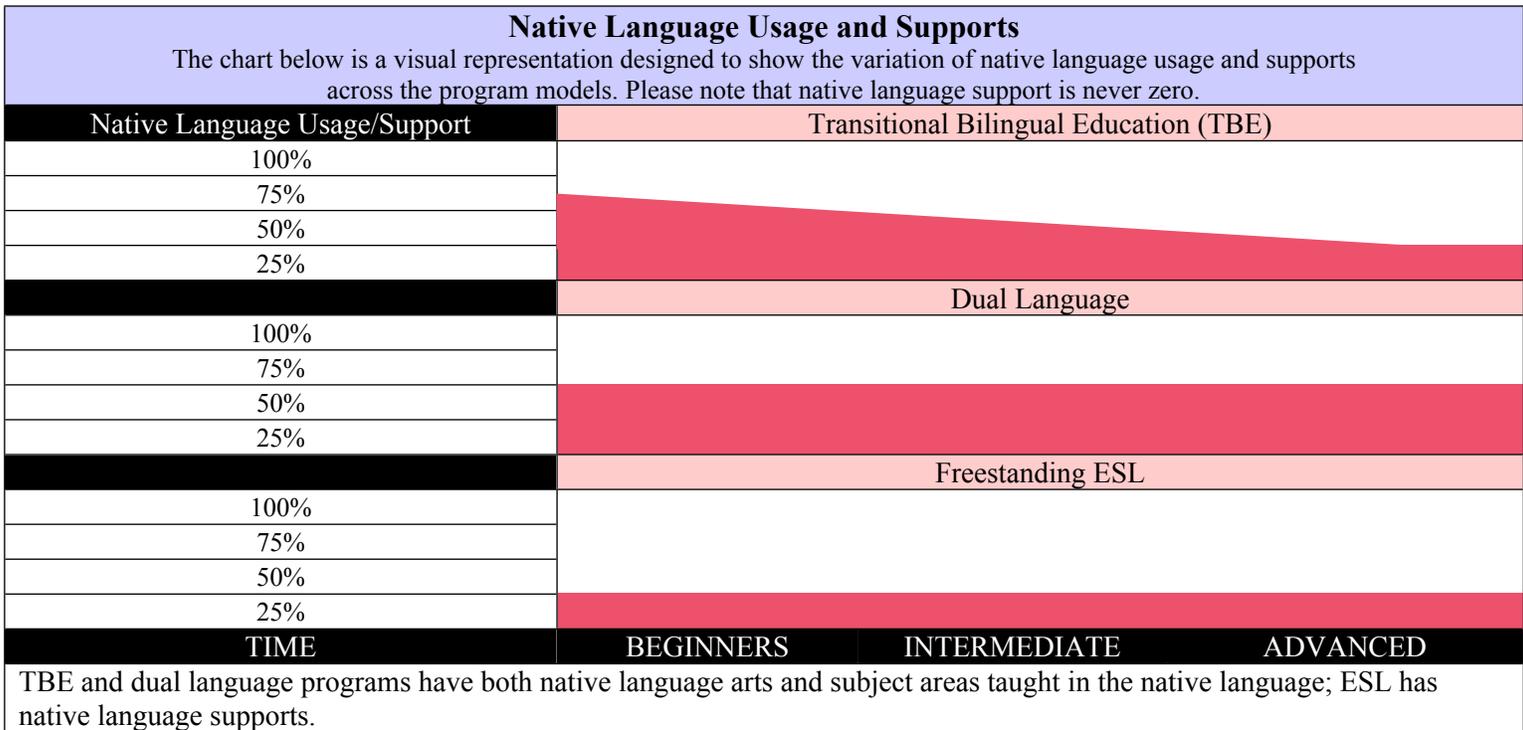
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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

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

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

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

10. We have brought in a new ESL teacher who has extensive experience and training to both ESL strategies and study skills strategies. She has introduced Cornell Note-taking to our faculty as a way to help ESL students organize notes and build critical thinking, reading, listening and writing skills.

11. none

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

#### EXTRACURRICULAR ACTIVITIES LISTING

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

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

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

14. 88% of our ELLs have a home language of Spanish. We offer them one year of both Native Language and Heritage Language Spanish classes. In these classes Spanish is used as a scaffold to build overall literacy skills. We also have Spanish bilingual teachers for these students in math and science as well as Spanish and Chinese bilingual guidance counselors. With Some of our Title III funds, we offer a Spanish Native Language Academy after-school where our Spanish-speaking ELLs can get homework help and literacy support.

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

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

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. In terms of professional development, the ESL Teachers will meet a minimum of once a month during the common planning period to review curriculum, share strategies and discuss individual student progress. The ESL Teachers regularly attend conferences offered by the DOE. This year, the focus will be on attending conferences that address support for Special Needs ELLs as this is our largest group of long-term ELLs. Through department meetings, all teachers and counselors address ELL topics such as the review of our LAP. This year, we will continue building a library of resources on teaching ELLs to build the capacity among all teachers of ELLs. This includes focused PD on helping students decode text complexity and Cornell notes through monthly faculty conferences

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

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

## E. Parental Involvement

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

1. Our Admissions director is bilingual Spanish-speakers. This year, we are using our Translation and Interpretation funds to hire an independent firm to provide simultaneous translation for non-English speaking parents, including parents of ELLs at monthly Parents Association meetings and Parent-Teacher Conferences. Also starting this year, our new school website allows for automatic translation in the six high incidence languages. We have a Spanish Bilingual para-professionals who works within the Special Ed ELLs classroom and are involved in parent phone outreach. The Parent Coordinator sends important information to parents in both English and Spanish via mailings and Phone-masters.

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

3. The school has a Parent Involvement Committee to analyze the Learning Environment Survey results and make improvements.

4. The Parent Association plan ctivities based on feedback from surveys .

# 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)														0
Intermediate(I)										8	5	2	2	17
Advanced (A)										14	2	2	8	26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	22	7	4	10	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I												1	2
	A										6	3	7	4
	P										13	3	1	4
READING/ WRITING	B													
	I										6	4	5	1
	A										11	2	4	6
	P										2			3

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		9	
Integrated Algebra	36		20	
Geometry	3		3	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		3	
Living Environment	22		11	
Physics				
Global History and Geography	20	1	8	1
US History and Government	9		4	
Foreign Language		12		11
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**

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

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

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

3. These skills are emphasized in both the free-standing classrooms and the Title III after-school academy. We are bringing in additional reading resources to be able to better differentiate based on student interest. We support our Native Spanish-speakers by offering two levels on NLA Spanish to build reading and writing skills in Spanish through rigorous study of literature and research projects. We have begun to use the periodic ELL assessment in addition to Acuity testing to pinpoint students' needs and better focus instruction.

4. a. Most of our students choose to take the test in English, though native language exams are offered.  
 b. We use the ELL Periodic Assessment in the spring to fine-tune instruction prior to the May NYSESLAT.  
 c. The results from Periodic Assessment are very much aligned to what we find from the NYSESLAT results, that students need the most help with Reading and Writing skills

5. N/A

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> <u>HS of Fashion Industries</u>		<b>School DBN:</b> <u>02M600</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daryl Blank	Principal		10/14/11

**School Name: HS of Fashion Industries**

**School DBN: 02M600**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Moore	Assistant Principal		10/14/11
	Parent Coordinator		
Jennifer Bohner	ESL Teacher		10/14/11
Milagros Colon	Parent		10/14/11
Isabel De La Rosa/Science	Teacher/Subject Area		10/14/11
Nadera Rezwi/ESL/ELA	Teacher/Subject Area		10/14/11
	Coach		
	Coach		
Rachel Wellen	Guidance Counselor		10/14/11
Jayne Godlewski	Network Leader		10/14/11
Danielle Silva	Other <u>Parent Center/Admiss</u>		10/14/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

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

**Part A: Needs Assessment Findings**

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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.

The methodology that the school used to assess our written translation and oral interpretation needs was to run the RHLA (Home Language Aggregation Report) report from ATS which identifies the home languages of the entire school.

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.

An analysis of the home languages of our school population indicates that Spanish is the primary language, other than English, of Fashion families. These findings were reported to the Parents Association by Principal Daryl Blank.

## Part B: Strategies and Activities

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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.

A portion of the language translation and interpretation funding that is provided to the school will be used to pay staff members per session to translate written documents. These translated documents will be included in a weekly parent bulletin that is emailed to all parents and placed on the school's website (which is accompanied by phone calls home to all parents that the document is available on the website - the phone calls home are sent through a service called School Messenger which translates phone messages into Spanish).

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

The school will provide oral interpretation services through an outside contractor - Legal Interpretation Services (LIS) which is a contracted vendor by the New York City Department of Education. The Parents Association has requested these oral interpretation services at their meetings which the school provides.

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

The school has sent out by mail the Bill of Parent Rights and Responsibilities to all families that require such a document. The school is in compliance with regard to signage of translation and interpretation services. Protocols are in place within the school's safety plan to ensure that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 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: HS of Fashion Industries	DBN: 02M600
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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:
Total # of ELLs to be served: 47
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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 4
# 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:

This year's after-school ESL program which will be conducted by five teachers (two ESL, two Spanish/ESL one Science in process of completing requirements for bilingual license) It is open to all ELLS.

Approximately 20 students attend a session on average. We will meet on Tuesday and Thursday from 3 – 4:45 PM for 32 weeks from October to June. Both current and former (2 year) ELLs are invited. We have a full range of books and materials in the Academy room to provide support in writing and reading, with a special emphasis on informational text. We specifically target instruction in the core subject of science and focus on helping ELLs build towards the new Common Core requirements across content areas. The AP of Language Arts is the supervisor in charge of this program.

In addition, we will run a Native Language (Spanish) Academy on Wednesdays for 32 weeks from October to June—3:00- 4:30 PM conducted by a Spanish teacher who holds an ESL license. An average of five students is expected at each session--both current and former (two year ELLs). The purpose of the native Language Academy is to help students gain support in their academic subjects by scaffolding prior knowledge in Spanish. The AP of Language Arts also supervises this program.

### 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:

Our schoolwide professional development focus this year is on Universal Design for Learning. Each department will explore how these strategies to help ELLs can be applied to the specific discipline. We are using the PD materials in the Common Core Library and the book Advancing Differentiation which we purchased at the end of last year (therefore, we will not need to use Title III funds). This PD takes place the first Monday of each month and is applied with target students in weekly focus groups. In addition, the two ESL teachers continue work on aligning the ESL curriculum maps to CCS Standards. Both ESL teachers will work with ELA teachers to perform Instructional Rounds of intervisitations to examine problems of practice surrounding student engagement and accountable talk.

### Part D: Parental Engagement Activities

**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: We will invite parents to come in and meet the ESL teachers to explain the ESL program and offer assistance. These meetings will take place in January and March from approximately 3 - 5 PM on the same day as the scheduled PA meeting. The first meeting will focus on the road to college and financial aid, the second will deal with helping parents look at data (ARIS, transcripts...) to understand their children’s progress.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$11,200	(Total 223 hours @\$50.19 -per session rate plus fringe benefits  36 hours--one teacher-NLA Academy  183 hours--four teachers-ESL Academy  4 hours--two teachers Parent meeting
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11,200	11,200