



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR ARTS & BUSINESS

DBN: 24Q550

PRINCIPAL: ANA R. ZAMBRANO-BURAKOV

EMAIL: AZAMBRA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN M. MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Ana R. Zambrano-Burakov	*Principal or Designee	On File
Robert Welt	*UFT Chapter Leader or Designee	On File
Fanny Velez	*PA/PTA President or Designated Co-President	On File
Kenneth Ojeda	Member/AP	On File
Lyanne Melendez Raven Vincent	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	On File
Jeanne Guerriero	Member/Teacher	On File
Laura Yarosz	Member/Teacher	On File
Jaquelina Vidal	Member/Parent	On File
Maria Priego	Member/Parent	On File
John Duque	Member/Parent	On File
Robert Ramirez	Member/Parent	On File

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- **By June 2013, teachers will have incorporated a blended-learning component in core classes for a targeted population in order to increase student passing by 3%.**

Comprehensive needs assessment

- In our assessment of credit accumulation using reports from HSST, we have identified that students need to have a variety of opportunities for credit accumulation. Blended learning will provide educators the opportunity to monitor student progress while using a mix of pedagogic strategies and technology.

Instructional strategies/activities

- The use of online learning such as APEX/Aventa will be incorporated into classes.
- Student use and progress will be monitored daily by the teacher.
- Teachers will monitor student progress daily via conferencing and assessment of student work.
- Teachers and students will collaboratively set student goals before each unit and actively monitor and reassess goals upon completion of each unit.
- Courses will be conducted by teachers and monitored by the subject area Assistant Principals during the school day, after school and on Saturdays.
- A blended-learning component will be incorporated into extended day classes twice a week.

Strategies to increase parental involvement

- Parents will be notified when students are identified and placed in blended learning courses.
- Parents will be invited to conference about their child's progress.
- Teachers will be available to meet parents during Open School and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ X _____ Tax Levy _____ X _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: Fair Student Funding

Service and program coordination

- Assistant Principals and teachers will set up online learning classes.
- Extended day classes will be implemented twice a week using blended learning.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, 80% of 10th grade students will engage in project-based learning that reflects college readiness standards, using technology.

Comprehensive needs assessment

- In reviewing our 2011-2012 NYC Progress Report, we have identified the need to provide further support in the areas of college readiness and college preparedness. In order to address and integrate college readiness standards, students will engage in project-based learning using technology in the 10th grade in Arts, Business, English and Social Studies.

Instructional strategies/activities

- Teachers will guide 10th grade students in creating projects in their Arts, Business, English and Social Studies classes using technology.
- Through these projects, students will demonstrate their knowledge and proficiency in basic word processing skills, use of graphs, charts and tables and presentations using Power Point or Keynote. Teachers will create the curriculum for these projects and will monitor students' progress.
- Students will increase their use of blogs, internet research and bibliography citation.
- Teachers will use weekly common planning time to develop lessons and evaluate student work.
- Aussie consultants will give professional development on college readiness standards on an ongoing basis.

Strategies to increase parental involvement

- Projects will be shared with parents via parent/teacher conferences and/or PTA meetings.
- Daedalus software will give parents feedback on student progress.
- College Advisor will present to parents during PTA meetings.

Budget and resources alignment

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

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

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

If other is selected describe here: Fair Student Funding

Service and program coordination

- Daedalus software will facilitate feedback to parents on student progress.
- Weekly, teacher common planning time will facilitate the development of lessons and the evaluation of student work.
- Title 1 funds are used for Aussie consultants in order to provide professional development on college readiness standards.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, we will increase scholarship of all students in a college and career readiness course by 3%.

Comprehensive needs assessment

- Through an analysis of data, including scholarship reports and the 2011-2012 Progress Report, we have identified a need to increase scholarship of all students in a college and career readiness course by 3%. We have identified that more students need to successfully earn credit in a College and Career readiness course such as AP classes, Physics, Chemistry, Trigonometry and Business, as well as after-school college level courses and dual enrollment courses.

Instructional strategies/activities

- Teachers will infuse common core standards through activities and student tasks in all of their lessons.
- Teachers will develop scaffolding strategies for students enrolled in college readiness courses in order to support developing students in these courses.
- Weekly Inquiry groups will support students in college-level courses through research via teacher-created assessments and strategies based on the data collected from these assessments.

Strategies to increase parental involvement

- Parents are invited to conference with guidance counselors in order to set college and career readiness goals.
- Goals are monitored and assessed with both parents and students.
- Parents are given information about college and career readiness through parent workshops, PTA meetings and guidance conferences.

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 _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here: Fair Student Funding

Service and program coordination

- College Office will work with ELA teachers and students on setting academic goals as well as college entrance requirements.
- Title 1 funds are used for Aussie consultants in order to provide professional development on college readiness standards.
- On-going professional development related to college preparedness will be provided to all instructional staff throughout the school year.

ACADEMIC INTERVENTION SERVICES (AIS)

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	<p>Incoming 9th grade students who scored at levels 1 or 2 on their 8th grade ELA assessment receive an additional ELA period of instruction. During the second period students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress.</p> <p>Students who have failed the New York State Regents Examination in ELA receive individualized tutoring based on their English Regents Item Analysis.</p> <p>ELL students receive additional support in ELA through the EMPOWER 3000, students meet 1-2 periods per week on the computers with their teachers to learn and practice non-fiction reading strategies. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic assessment tools assist the teacher in gauging the progress</p>	<p>Students in double period ELA classes are given support through small group instruction.</p> <p>Students who have failed the New York State Regents Examination in ELA receive support through small group instruction.</p> <p>ELL students receive additional support in ELA one-to-one via computer based instruction.</p> <p><u>Circular 6R Tutoring</u> is delivered to small groups of no more than 10 students.</p>	<p>Services are provided during the school day with additional support after school and on Saturdays.</p> <p><u>Circular 6R Tutoring</u> is delivered during the school day.</p>

	<p>being made by his/her students and students' readiness to move on to higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented.</p> <p>Circular 6R Tutoring is delivered daily, during a professional period by various teachers throughout the day.</p> <p>Summer School students are identified by their failure to meet course requirements. These students have the opportunity to recover credits and retake the ELA Regents in August. At-risk students are identified by the use of Cohort data.</p>		
Mathematics	<p>Students receive additional classes in the respective disciplines of Integrated Algebra, Geometry, and Algebra 2/Trigonometry after failing the N.Y.S. Regents Exam in any one of these subjects. Our math inquiry group focuses on maximizing techniques to ensure success for all students in a collaborative fashion.</p> <p>Circular 6R Tutoring - Delivered to individual students or groups of 6 – 10 students.</p>	<p>Our method of delivery is extensive. We offer small group instruction through teacher professional assignments (mostly one-to-one), Saturday Regents tutoring classes (small group), and peer tutoring in the student center (one-to-one).</p> <p>Circular 6R Tutoring is delivered by the teacher during a professional assignment.</p>	<p>Small group instruction is held during the day and the Regents' tutoring occurs during Saturday. Our peer tutoring program occurs during the day and after school.</p>
Science	<p>Circular 6R Tutoring – Delivered to individual students or groups of 3-6 students in need of extra help or assistance in the content/subject areas during the teacher's professional period according to Circular 6R. This</p>	<p>Circular 6R Tutoring is delivered to small groups of no more than 10 students.</p> <p>Make-Up Lab – Delivered through whole group instruction.</p>	<p>Circular 6R Tutoring is delivered during the school day.</p> <p>Make-Up Lab – Delivered during the school day.</p> <p>Living Environment Exam Prep</p>

	<p>service is offered during select periods of the day and is subjected to programming constraints (teacher/student availability).</p> <p><u>Make-Up Lab</u> – Delivered during the school day, one day per week, for the Living Environment and Chemistry courses.</p> <p><u>Extended Day</u> – Delivered on a selected after-school schedule and includes a course of study in the Sciences via traditional and computer assisted instruction.</p> <p><u>Summer School</u> – Students are Identified by failure to meet course standards; there is an opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p> <p><u>Saturday Regents tutoring Program for students in Living Environment and Chemistry</u> – students are given support via strategies in vocabulary, writing and reading interventions in the sciences to increase positive student outcomes on NYS science assessments.</p>	<p><u>Living Environment Exam Prep</u> Students who have failed the New York State Regents Examination in Living Environment receive support through whole group and small group instruction.</p> <p><u>Extended Day</u> – Delivered via whole group, small group and one-to-one instruction.</p> <p><u>Summer School</u> –Delivered via whole group, small group and individualized instruction.</p> <p><u>Saturday Regents tutoring Program for students in Living Environment and Chemistry</u> – Delivered via whole group, small group and one-to-one instruction.</p>	<p>Services are provided during the school day with additional support after school and on Saturdays.</p> <p><u>Extended Day</u> - Services are provided after school the day.</p> <p><u>Summer School</u> – delivered during the day.</p>
Social Studies	Students are given support through tutoring during professional periods (circular six assignments). Students are also given support through an	Small Group Instruction, One to one tutoring, purposeful grouping, pull out and push in models. <u>Circular 6R Tutoring</u> is delivered to small groups of no more than 10	Before the school day, during the school day, after school and on Saturdays. <u>Circular 6R Tutoring</u> is delivered during the school day.

	<p>academic intervention team and all students that are scheduled to receive standardized testing are given a personalized education plan. This plan allows the students to set goals and benchmarks for themselves and receive skill and content development for the regents. Student progress is also assessed through formative, interim and summative assessments which enable educators to develop a prescriptive support plan for each individual student.</p> <p>Circular 6R Tutoring – Delivered to individual students or groups of 3 – 6 students in need of extra help or assistance in the content/subject areas during the teacher’s professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability).</p>	<p>students.</p>	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>□ Guidance Department Coordination of after-school tutoring performed by various departments Summer School referrals Daily attendance calls and Daedalus phone log entries Group guidance lessons Pupil Personnel Team Meetings Guidance conferences Parent/Student Conferences Teacher Conferences Attendance Meetings Dean's referrals for guidance</p>	<p>Guidance Department – Services provided as whole group, small group and one-to-one.</p>	<p>Guidance Department – Services provided is delivered during the school day.</p>

	<p>outreach Review and monitoring of cohort data Referrals to outside agencies PM School program APEX/Aventa credit recovery program Student Assemblies increased support services to specific target groups, including ELL's, Economically disadvantaged, Black, Hispanic and ISS. Use of ARIS to identify target groups and monitor and track data</p> <hr/> <p><input type="checkbox"/> <u>School Psychologist, Social Worker, Related Service Providers, ect.</u> Manage and complete Triennials including Educational Planning Committee Meetings with outreach to students, parents and staff. As needed reopening, updating, and evaluating student cases through the Annual Review Process. As needed management of the MDR process and the creation of a Behavioral Intervention Plan for each student. Participation and consultation with PPT including general education guidance counselors, social workers, and teaching staff.</p> <hr/> <p><input type="checkbox"/> <u>School Psychologist, Social Worker, Related Service Providers, ect</u> Focusing on the IDEA/NCLB regarding initial referrals, intervention to support general</p>		
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	<p>education students and staff including telephone outreach to agencies, parents, and students to avoid unnecessary referrals for special education services.</p> <p>Ongoing crisis intervention counseling to general education students, parents, and staff</p> <p>Participation in PPT, EPC's and IEP meetings.</p> <p>Participation in all MDR's.</p> <p>Upon the request of the school psychologist, as needed updating of social history.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Our school leaders actively engage in conversations with CUNY as well as private universities such as Hofstra and NYU. These partnerships take place during the school year where students are taking education courses, observe our classes and are also part of student teaching and the new State requirement “ICE” Program. This interaction helps us to identify highly qualified candidates and recruit them for future positions. Some of these candidates are hired as substitute teachers and others to permanent positions. We also identify vacancies in Open Market and conduct thorough interviews as well as classroom demonstrations where a team of administrators, teachers and students are able to observe and are able to provide feedback to the Principal regarding the candidates. All ATRs assigned to our school are interviewed when vacancies are available.

We also review all teachers’ licenses and work with our Program Office so that they teach utilizing proper licenses. We provide professional development utilizing Title I funds as well as other ESL Bilingual grants. In order to support and continue to develop our highly qualified teachers, we provide individualized professional development utilizing services from Aussie Consultants. Aussie’s unique approach to professional development includes custom tailoring the professional development together with the teacher and administration in order to provide effective professional development for each teacher. Aussie Consultants provide support to teachers in the areas of alignment of common core standards, curriculum maps and development of teacher effectiveness and with the instructional expectations for the year. We are also currently working with our Network and are training our Administrators to utilize the Danielson rubric as a professional development tool. Our Cabinet discusses strengths and weaknesses of teachers and creates a yearly professional development plan designed to address areas of need. As a result of this individualized method, our teachers are all satisfactory for the 2011-2012 school year. We will continue utilizing this method in order to continue this success rate.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Vivian Selenikas	District 24	Borough Queens	School Number 550
School Name High School for Arts and Business			

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

Principal Ana R. Zambrano-Burakov	Assistant Principal Evelyn Acosta
Coach Mercedes Cocco	Coach
ESL Teacher Claudia Velarde	Guidance Counselor Marina Reynoso
Teacher/Subject Area William Renteria	Parent Fanny Velez
Teacher/Subject Area Mary Hidalgo	Parent Coordinator Cira Herrera
Related Service Provider	Other Maria Chacon
Network Leader Vivian Selenikas	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	837	Total Number of ELLs	110	ELLs as share of total student population (%)	13.14%
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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 We identify and place our students according using the following process.

- 1) All newly admitted students will be referred to the LAB/BESIS coordinator for eligibility screening.
 - 2) LAB/BESIS coordinator and ESL teacher, Ms. Mary Hidalgo, will assist the parents to complete the HLIS. An oral interview will be conducted in English/ native language at the time of completing the HLIS. In addition to the HLIS, the student will be given an informal oral interview which is administered by the LAB/BESIS coordinator or other certified ESL teacher. In addition, an informal oral and written evaluation will be administered by a certified Spanish teacher to determine level of proficiency in student's native language. Translators will be available or the Department of Education translation services will be utilized. If a newly arrived student is eligible for LAB-R testing, the LAB/BESIS coordinator will conduct an individual parent orientation to inform them of their parental options. The video presentation will be given in their home language and they will be given assistance to complete the form as needed. They are given the opportunity to ask questions with the assistance of translators. We encourage parents to complete the form as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation. The pedagogues responsible for the screening include our bilingual (Spanish/English) Parent Coordinator, Guidance Counselor, LAB/BESIS Coordinator/certified ESL teacher, as well as a certified Spanish teacher.
 - 3) The student will be scheduled for the LAB-R test within the ten school days and in the interim the student will be placed in an age-appropriate class until the LAB-R hand scores are known.
 - 4) Student will be placed in an appropriate ESL class once the LAB-R scores are known based upon parental selection.
 - 5) If the student is known to the NYC Department of Education, the LAB/BESIS coordinator will check the student's exam records to verify the student's entitlement status and NYSESLAT scores.
 - 6) If the student is entitled, the LAB/BESIS coordinator will contact the parents to inform them of the results of the LAB-R and to verify their parent selection. The entitlement letter is given to the student and mailed out as well.
 - 7) The student will be given a placement test and placed in an appropriate ESL based on his/her NYSESLAT/LAB-R score, placement test and age. This determination will be made by the A.P. of ESL.
 - 8) If the student's native language is Spanish, the Spanish Lab will be administered by our NLA teacher, Maria Chacon. Based on the LAB score and an interview, student will be programmed for the appropriate level of NLA.
- 1c. As a team, the Assistant Principal of ESL Evelyn Acosta, Lab/Besis Coordinator, Mary Hidalgo and ESL teacher, Claudia Feltenstein, we ensure that all ELLs receive the NYSESLAT annually using the following protocols:
1. All students that are eligible are identified through ATS and HSST reports such as the BESIS, RESI, RNMR and RLAT reports
 2. Logistics are created departmentally. (These included dates for each of the Speaking sections, periods and times that teachers will test)
 3. Make-up dates are also scheduled.
 4. Parents are informed about the dates via letters home, Phone master and during school events such as PTA meeting or Open School Night.
 5. Once the exams are given on the dates established. The team will make outreach to the students and their parents via phone calls

and letters to ensure that students attend make-up sessions.

6. If students are still missing any of the components after the make-up sessions, the LAB/BESIS coordinator will individually administer that component to the student to ensure compliance.

In the past several years, we have met test compliance requirements.

#2-In addition to the protocol established above, we also have an additional ELL Parent Orientation for all our incoming ELLs from junior high school during freshman orientation. Parents are welcomed by the administration as well as the ESL coordinator to the school. Graduation requirements are discussed and they have a chance to watch the parental selection video and ask questions about the programs available at our school. Information about NYSESLAT is also provided. In addition, parents will fill out a parent selection form to verify their selection for the upcoming academic year. Students are programmed according to the parent selection letter completed during orientation.

#3 Parents normally complete the Parent Survey and Program Selection Forms during the initial interview conducted by Ms. Hidalgo, ESL coordinator. Interviews are ongoing throughout the school year. In the event that forms are not submitted on that day, then ESL coordinator, Ms. Mary Hidalgo, under the guidance of the AP consistently reaches out to students who have not returned the Parent Selection Letter through reminder letters, outreach to the student and phone calls. Entitlement letters are sent home and collected by Ms. Hidalgo via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and maintained in our Title 3 binder with a checklist of who has completed and what is still outstanding.

#4 Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ESL taught by licensed ESL teachers. Newcomers who are placed in beginner classes receive three-periods of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom. Through Title III and other appropriate funding sources, newcomers are encouraged to attend daily tutoring and Saturday Academy. Parents are informed of programs and classes during the Parent Orientation and during follow-up contact in person or via-telephone. In addition, every spring, Assistant Principals of Guidance and ESL, NLA teacher, ESL teacher, a Special Education teacher and guidance counselors will visit all of our major feeder schools to meet the incoming ELLs. We administer a placement exam to tentatively program all incoming students. The feeder school will provide us information about parent selection as well as any other critical information needed to enable the students to have a successful transition into high school. These tentative programs are reevaluated once the NYSESLAT results are posted in September. Program changes are submitted to the guidance counselors by the ESL coordinator and AP of ESL in September based on the NYSESLAT scores. Once placement is determined, placement letters are sent out in order to notify parents. For students who are continuing, continued entitlement letters are also sent out. These letters can be found in our Title 3 binder. The Title 3 binder is maintained in our ESL Lab/BESIS office by our coordinator, Mary Hidalgo under the supervision of the Assistant Principal of ESL, Evelyn Acosta.

#5 Our Transitional Bilingual Instructional Program consists of 24 students, while 58 students have been placed in our Freestanding English as a Second Language Instruction. In the past year, more parents have opted for the Freestanding English as a Second Language versus our Transitional Instructional Program. According to the BESIS survey in 2007-2008, 54% opted for Bilingual while 46% opted for ESL only. In 2008-2009 42% opted for Bilingual while 58% opted for ESL only. In 2009-2010 38% of students opted for Bilingual while 62% opted for ESL only. In the 2010-2011 school year, 71% opted for ESL only and 29% opted for bilingual. Our programs are aligned to parental options and are directly tied into programming decisions such as number of bilingual sections offered in content areas. Although this year, more parents opted for ESL only classes, we continue to support these students, as our ESL teachers collaborate with content area teachers in order to support what the students are doing in the content area classes.

#6- The programs in our school are aligned with Parental requests.

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										14	8	4	2	28
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										49	18	8	7	82
Push-In														0
Total	0	0	0	0	0	0	0	0	0	63	26	12	9	110

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	22
SIFE	20	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	32

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	13	2	0	15	8	0	2	0	0	30
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	1	0	28	7	8	30	2	13	80
Total	35	3	0	43	15	8	32	2	13	110

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	8	4	2	28

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	14	8	4	2	28								

**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
TOTAL	0																			

**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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										40	14	7	4	65
Chinese										3	1	0	1	5
Russian										1				1
Bengali										3	2	0	1	6
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi										1	0	0	0	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	1	1	1	4
TOTAL	0	49	18	8	7	82								

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#1-Under Part 154, our students receive the requisite number of periods in ESL classes. Our ESL classes are departmentalized. To serve our students optimally, the creation of consecutive class periods is programmed into the school's matrix to assist ELLs in meeting and exceeding standards, including passing the English Regents at Mastery level of 3 or 4. Students scoring below 65 are programmed into double-period Regents Review classes, which provide students with more time-on-task. Furthermore, ELLs at proficiency levels 1 and 2 will participate in a triple-period ESL skills block. All entitled students receive three periods of ESL instruction per day at the beginning levels and two periods per day at the intermediate levels. Students at the advanced level receive one period of ESL instruction and one period of English instruction.

Students are grouped by proficiency level first, then grouped by grade level. Students' cohort is also taken into consideration when placing a student who is a junior or senior. Beginning and intermediate who are juniors and seniors are given additional support so that they can acquire the skills needed to pass the Regents exams.

#2 Students in our ESL classes exceed the number of minutes required in ESL and ELA as they are programmed to receive ESL instruction daily. Students receive additional NLA support for 45 minutes per day as stipulated in CR-PART 154.

#3-Our bilingual program in the content area consists of bilingual classes in science, social studies and math. Bilingual content area teachers receive ongoing support and guidance to successfully integrate bilingual/ESL strategies into their lessons, moving students toward proficiency in the target language. At the beginning of each term, classroom teachers review NYSESLAT results and design instruction according to language needs. For beginners, 60% native language and 40% English, for intermediate, 50% native language and 50% English, for advanced 60% English and 40% native language, with the English increasing throughout the semester.

#4-During the admissions and articulation process, students are given a placement exam. They are then interviewed by Ms. Chacon, our lead Spanish Teacher. After students are assessed, they are placed at the correct level of Native Language Arts.

#5 -A. In order to service the SIFE population, we have a plan in place to promote a challenging, rigorous, culturally relevant and linguistically sensitive educational program for these students. Our SIFE students, once identified, will be assessed through a uniform diagnostic test to identify their literacy and academic needs. We would assess these students using the ELL Periodic Assessments, which will assess their literacy and math levels. It also identifies areas of weakness that can be addressed. We will also use the Achieve 3000 benchmark assessment to assess their reading. The system is also beneficial in helping us to monitor their progress. SIFE students will be placed in the appropriate level sequence to allow these students to have more time on task in the development of their language skills. In addition, any available data on the performance of these students on NYS Regents examinations and NYSESLAT will serve to target areas in need of improvement and be used for instructional planning. NYSESLAT results are reviewed by the ESL coordinator and A.P. of E.S.L. when the scores are released in the fall. Students' programs will be revised to meet the NYS C.R. 154 mandated number of units of instructional support for ELLs based on their NYSESLAT scores and parental selection. In addition, data is shared with the bilingual content area teacher and our entire staff via faculty and department conferences so that teachers could more effectively support these students in their classrooms.

A. Programming and Scheduling Information

B. Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ESL taught by licensed ESL teachers. Newcomers who are placed in beginner classes receive three-periods of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom.

C. ELLs who require more than four years to graduate receive special attention from our guidance counselors, LAB/BESIS coordinator and Assistant Principals who work collaboratively together to create an individualized plan of action in order to assist students in credit accumulation and passing the Regents exams required to graduate. These students are placed in Regents Review classes as well as our Saturday Academy. Required services and support will correspond to ELL's ages and grade levels. In the classroom, teachers will work with intervention programs such as Empower 3000 in order to help students progress.

D. Once long-term ELLs are identified and an extension of services is requested, these students are supported both academically and socially in an effort to help them transition into the mainstream. Teachers integrate NYSELSAT preparation into regular instruction, and our course of study for advanced ESL students includes challenging material and activities across all four language modalities. In addition, students who have failed the Regents examination are placed into literature-based Regents review classes and registered for Saturday Academy, attendance at which is factored into final grades. Our Regents review classes are structured according to the skills tested on the ELA Regents and, therefore, the instructional planning places listening, reading and writing at the forefront of the curriculum. Finally, students have the opportunity to participate in co-curricular and extra-curricular activities, such as the Repertorio Español and trips to the theater to experience performances in English and Spanish. This important component in the curriculum provides students a social context in which to improve their skills in authentic language settings.

E. Our ELLs who receive special education services and our holdovers benefit from Saturday Academy through more time on task and support in completing their class assignments. Moreover, our ESL teachers communicate regularly with our resource room and CTT teachers about individual student progress and use intervention software such as Empower 3000.

#6 Teachers utilize scaffolding strategies such as graphic organizers, resources such as supplemental texts, adapted texts, study guides, gallery walks and multi-sensory experiences. Teachers are also aware of students' IEP goals in order to help them develop a plan for achieving this goal. Our ESL coordinator, Mary Hidalgo and Assistant Principal of ESL, Evelyn Acosta meet regularly with our IEP coordinator, Mary Kruck in order to ensure that Special Education ELL students are receiving programs that contain the appropriate services required by their IEP and are in compliance with CR-Part 154. Student's IEP's are regularly reviewed and parties are notified of any changes in the IEP that may affect the program of the student. Decisions that affect Special Education ELLs are done collaboratively with the team and the Principal to make sure that their needs are met. If the IEP mandates bilingual instruction then the team will work together to ensure correct placement.

#7- Teachers of ELLs collaborate with Special Education teachers in order to provide students with support in their classes. In addition, teachers are aware of IEP modifications and implement them in the classroom using differentiated support.

Courses Taught in Languages Other than English ⓘ

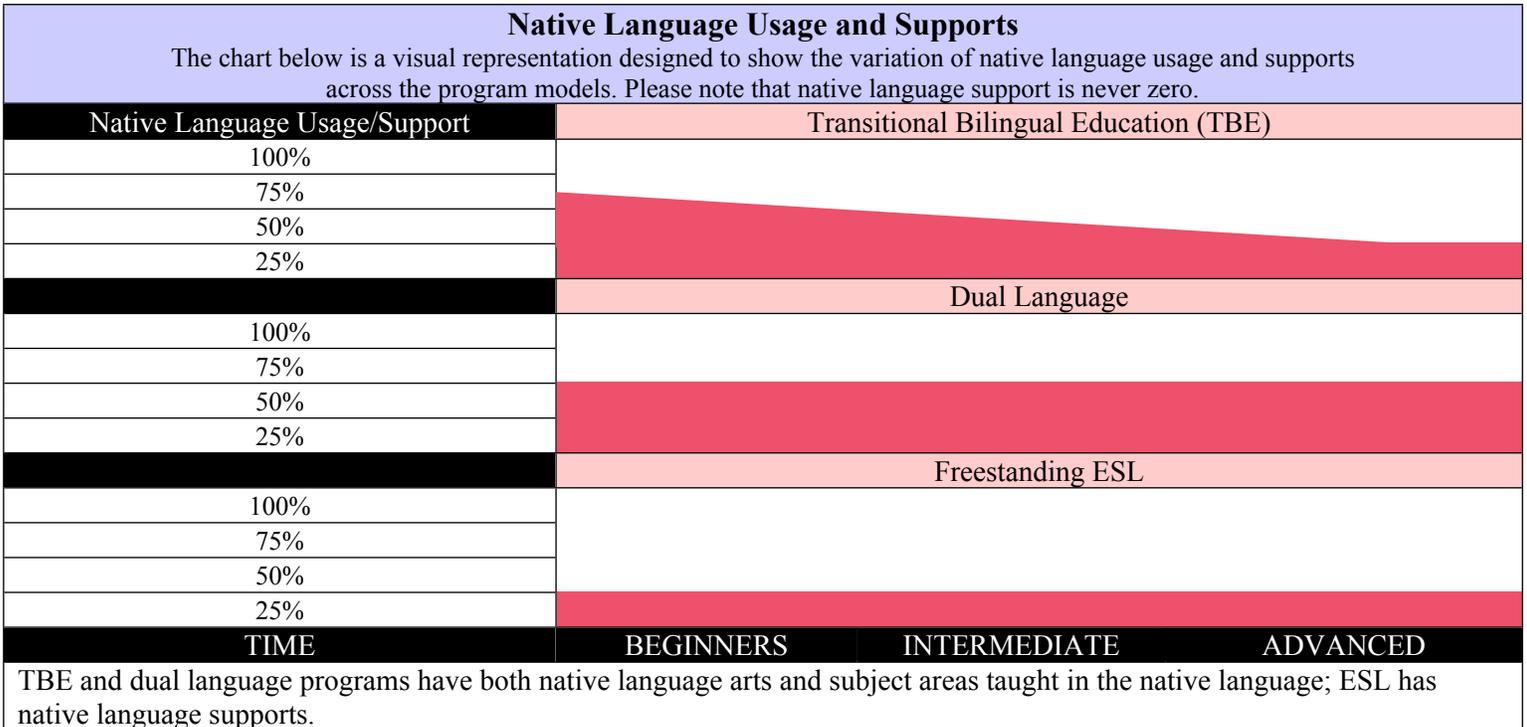
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	6			
Social Studies:	4			
Math:	8			
Science:	6			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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 Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Academy, which will be conducted from November to June, consists of four bilingual classes for a maximum of 20 students per class, for fifteen 4-hour Saturday sessions (9:00-12:00). Classes that are offered include ESL and bilingual Math, Earth Science, Living Environment, Global History and Geography, and American History. The classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and science, with a preference given to the very same classroom teachers of these students. English Language Learners who are programmed for Regents review classes are automatically registered for Saturday Academy, where they can improve their listening, speaking, reading and writing skills. Through the ESL Success Grant and LTE grant, we will be able to offer after-school instructional sessions as well.

The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers. Student in the Academy on Saturdays and after school

#9. After our ELLs have reached proficiency on the NYSESLAT, we continue to provide transitional support by providing the necessary testing accommodations for the requisite amount of time as per New York State Regulations. Students in need of these services are identified and during testing administrations are grouped accordingly so that they may receive the allowed extended time and resources based on New York State regulations. Based on our data, we ascertained that their academic difficulties were due to their lack of knowledge of academic vocabulary and language. We would like to continue to implement interdisciplinary meetings with the content area teachers in social studies and science to discuss and implement vocabulary building strategies to help these students across the curriculum. ESL teachers support content area teachers in the classroom, and during after school tutoring and Saturday Academy, by helping them to deconstruct the academic language of textbooks and primary source documents. In addition, as a result of their findings, we implemented schools wide strategies such as "Word of the Day" and "Word Walls".

#10 Through the LTE/SIFE grant, we will partner with different universities through the College for Every Student Program. This year will be our full implementation of the College for Every Student Program. This program will allow for mentors to come and work with students regarding topics such as the College essay and understanding the requirements for admission and success in College. Through the mentors and Leadership through Service component, we will also be able to support the student's socio-emotional well being through the relationships made through the mentoring program. We will also continue to work with the Common Core Standards and their impact on ELLs. ELL teachers are working with ELA teachers in the inquiry process in order to develop tasks that are aligned with the Common Core Standards.

#11 Although, we will not be discontinuing any programs, due to budget restrictions, we had to reduce the number of Saturdays in our Saturday Academy. We are compensating for the reduction of Saturdays by having teachers tutor through the C-6 assignment.

#12 ELLs are awarded equal access to all programs as they are given the opportunity to take electives in our Business, Art and music sequences. ELLs are also given the opportunity to participate in AP Spanish Language and Literature. ELLs participate in various school trips

and after school activities, such as sports and clubs. Supplemental services for ELLs include the Student Center, which takes place after school and the Saturday Academy. Students will also participate in the College for Every Student program that allows students to participate in service, mentoring activities, college trips and leadership and mentoring summits..

#13. ESL students are given the opportunity to simultaneously learn English and computer skills such as PowerPoint, Blogging, and Podcasting. Last year, we were recipients of the LTE/SIFE, which allowed us to purchase EMPOWER 3000, an intervention reading program that differentiates instruction for students, helping them to improve their reading grade levels. This year, we have applied for the third year of the Long Term ELL/SIFE grant, which will allow us to fund the work that we started with the EMPOWER 3000 reading intervention software as well as allow us to begin to explore learning by using IPADs to facilitate group work.

#14. In addition to receiving ESL services, our ELLs receive challenging, rigorous academic instruction in their native language. Students in Native Language Spanish classes sit for the Advanced Placement Spanish Language and Composition exam in their third year as well as the Advanced Placement in Spanish Literature and Composition exam in their fourth year. It is our belief, and research shows, that challenging students in their native language will strengthen their second language as well. Our ELLs are very successful on these exams. As this is usually the first Advanced Placement course that they take in our school, we find that their success motivates them to take other AP classes. This allows them to have a college experience while still in High School. We have also found that because students are analyzing literature in their Native Language class, they can transfer the skills and many of the terms to their English Literature classes. This strengthens students' academic learning in both the native class and English class.

#15. In providing services for our students, we factor both age and grade level in order to provide both classes and instructional materials that are appropriate for their age, grade and needs. Materials may include adaptations of novels in our English curriculum for beginning ESL students.

#16. In order to assist newly enrolled ELLs before the start of the school year, we provide a Parent and Student Orientation. Parents are given the opportunity to learn about the services available to their children for both ESL/Bilingual programs and school wide programs. The student orientations centered around providing students with information about programs and activities available to them at our school. It also includes workshops given by teachers on goal setting and strategies for success. Both parents and students are introduced to school personnel and given a school tour.

#17. Since the majority of our ELLs speak Spanish, ELLs whose native language is Spanish are given support through our Native Language Arts Program which include electives in our Spanish AP. Other ELLs may take electives in our Foreign Language Program where we offer Spanish, Italian and French.

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)?

We do not currently offer a Dual Language Program

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.

Professional Development is embedded into our school culture and philosophy. Because we have many ELLs and former ELLs, we find that it is important for our entire staff to participate in training that will help to support ELLs. Our staff including teachers and assistant principals have participated in workshops offered by our Office of English Language Learners such as the Dual Language Planning Institute, Dual Language Symposium, QTEL and several other workshops that support Native Language Arts and content area instruction. In addition, our ESL, Bilingual and content area teachers of ELLs have attended workshops sponsored by BETAC including workshops that focus on Regents Preparation for ELLs. Our Network also continues to provide our school with whole group or one on one Professional Development opportunities via our Support Specialist. Our Assistant Principal of ESL, together with our LAB/BESIS coordinator provide teachers and staff that includes paraprofessionals, psychologist, secretaries, parent coordinators with workshops in utilizing data such as NYSESLAT reports in order to implement ESL methodology, analyzing student data, review of parental options and Title III services. Secretaries, paraprofessionals and parent coordinator receive training by the Assistant Principal in their role in the process of identification and compliance letters so that they have a better understanding of how to assist the ESL coordinator as she performs these functions. All staff is giving training on CR-Part 154 requirements. Additionally, Inquiry Teams, departmental and faculty conferences provide an opportunity for teachers to learn together and try new strategies to ensure the progress of our ELLs. We will continue to train all of our teachers in the 7 ½ hour professional development of ELL training during PD days which includes CR-PART 154 requirements, appropriate resources for classroom, testing accommodations in addition to other topics described above.

Guidance counselors receive training on CR-PART 154 requirements and transitional placement from Assistant Principal of ESL, Evelyn Acosta and Assistant Principal of Guidance, Maria Argyris in order to help ESL students transition from the middle school to the high school. In addition, guidance counselors receive PD on appropriate resources for ELL students, accommodations and protocols for placement for Special Education ELL students.

Records for Professional Development are maintained in the Title 3 binder..

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. All parents, including parents of ELLs take part in our Parent Orientation conducted in June. During this orientation, parents are given valuable information that will help their children transition from the middle school to the high school. During that same orientation, a workshop is offered specifically for ELL parents where parent options are discussed and parents have an opportunity to ask questions. Translation is provided. We involve parents in the effort to help ESL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs as described above. Orientation is ongoing throughout the fall and spring semesters to apprise incoming parents and students of the regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, financial aid for college, graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners. As part of Title III funds, parents also participate in the ESL Saturday class. During these classes, parents work with teachers to receive instruction in an adult ESL Saturday class which focuses on communication, citizenship and practical skills such as letter writing and filling out job applications. They also learn basic technology skills such as wordprocessing, e-mail and internet resources. Parents of ELLs are also involved through the PTA and the SLT team.

2. Through our College for Every Student Program, we have partnered with Syracuse University and Lehman College to bring college workshops to parents that focus on the college process.

3. The needs of parents are evaluated via surveys and parent participation in PTA meetings and the School Leadership Team. In addition, our parent coordinator expresses concerns to the school leadership and guidance counselors on behalf of the parents. The Principal and Assistant Principal also meet with parents during PTA, School Leadership, Orientations and other workshops as well as one on one in order to understand and gauge the concerns of the parents.

4. The various workshops that we have offered to parents, as well as our Saturday ESL classes have been directly implemented as a result of parent feedback. These programs are evaluated using parent feedback as well.

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)										8	2	1	0	11
Intermediate(I)										31	11	5	4	51
Advanced (A)										24	13	6	5	48
Total	0	0	0	0	0	0	0	0	0	63	26	12	9	110

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										18	7	4	4
	P										31	14	6	3
READING/ WRITING	B										7	2	1	0
	I										31	10	4	3
	A										24	14	6	4
	P										1	0	1	1

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	31	0	24	0
Integrated Algebra	39	24	14	10
Geometry	10	9	1	1
Algebra 2/Trigonometry				
Math	2	2	1	1
Biology				
Chemistry	6		0	
Earth Science				
Living Environment	42	16	12	11
Physics	1		1	
Global History and Geography	24	16	13	6
US History and Government	22	15	21	12
Foreign Language	15	0	15	0
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)	15	16	12	18				
Chinese Reading Test								

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

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

1. N/A

2. In reviewing our NYSESLAT 2011 data, we found that our ELLS need more support in Reading/Writing as only 3% of our ELLs are proficient. In reviewing the data broken down by grade level, we found that the 9th grades need additional support for reading and writing as 48% are intermediates and 36% are advanced. This is below the school average for ELLS. This cohort also has the largest percentage of ELLS classified as beginners in reading and writing. The 10th graders need additional support in reading/writing as 38% are intermediate. Our 11th graders need additional support in reading/writing as 33% are intermediate. Our 12th graders need additional support in reading/writing as only 11% are proficient. Because we have found that reading and writing is the weakest skill according to our trends analysis, we cover all the modalities but make a greater push toward reading and writing.

3. In analyzing our data, we have determined that we need to focus on reading and writing. Strategies that we will continue to incorporate based on this need will be to have teachers and staff support students so that they may utilize strategies such as skimming, previewing, note taking, recognizing context clues and decoding to achieve their reading goals. ESL teachers will work with these students in small groups by providing targeted instruction and supplementary materials including our EMPOWER 3000. Teachers will continue to adjust the supplementary materials based on periodic review of student progress. In writing, ESL students can still use EMPOWER 3000 to develop writing responses through prompts. Students will actively engage in the writing process by giving them the opportunity to write in a variety of non-fiction genres. Students will engage in the process by responding through prompts and receiving targeted feedback and allowing students to reflect on the writing process and engage in a variety of activities such as free-writes, think-pair-share, graphic organizers. Students will use the media center during the school day in order to further enhance their writing skills through technology.

4. Students taking Regents Exams in content areas are provided the exams in both English and their native language. Students then choose which language they would prefer to take the exam in. After analyzing the Regents results in Comprehensive English, Living Environment, Global History and Geography and US History and Government, we made great gains in English and US History. 77 % of our ELLs passed the English Regents (37% increase from last year), and 89% of the ELLs passed US History. In analyzing our data for several years, we have found that with the exception of the Living Environment exam, students fared better when taking the exam in English. However, this year, the results were about the same but leaning toward students fared better in Integrated Algebra when they took it in the Native Language.

4b. We administer the Acuity Periodic Assessment to our ELLs in order to determine their projected performance on the English Regents Exam. The cabinet reviews results and shares them with teachers who use this data in the inquiry process. Additionally, we assess our ELLs with the use of Achieve 3000 and we have seen an overall average gain of two grade levels in reading comprehension. Data shows that our ELLs continue to struggle with non-fiction reading comprehension and vocabulary skills. This was the same as last year, although we continue to make progress in these areas. Teachers strive to implement lessons that address these needs. This year, we will also be administering the ELL periodic assessment and using that data to further our research on inquiry teams.

5. N/A

6. Our ESL program has been successful as evidenced in the progress made on student regents exams, credit accumulation and graduation rate of our ELLs. Because we are constantly reviewing and evaluating the effectiveness of our programs, we have been successful in moving our ELLs forward and supporting them as they make progress.

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

School Name: High School for Arts and Busin

School DBN: 24Q550

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Zambrano-Burakov	Principal		1/1/01
Evelyn Acosta	Assistant Principal		1/1/01
Cira Herrera	Parent Coordinator		1/1/01
Mary Hidalgo	ESL Teacher		1/1/01
Fanny Velez	Parent		1/1/01
Claudia Velarde	Teacher/Subject Area		1/1/01
William Renteria	Teacher/Subject Area		1/1/01
Mercedes Cocco	Coach		1/1/01
	Coach		1/1/01
Marina Reynoso	Guidance Counselor		1/1/01
Vivian Selenikas	Network Leader		1/1/01
Maria Chacon	Other <u>NLA Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q550 School Name: High School for Arts & Business

Cluster: 2.02 Network: CFN

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

Part A: Needs Assessment Findings

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

Parent/Guardian translation needs are determined by the parental language of preference indicated on the blue emergency card and the Home Language Survey. This information is entered into ATS and used to determine the language of translation necessary. HLIS reports are reviewed by the different constituencies in order to identify the languages spoken by the parents of students. Once the languages are identified, the proper resources and translators are acquired in order to meet the language needs of parents.

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.

Major findings include the need to have more frequent contact in our major language (Spanish) with parents regarding their children's interim academic progress. All communication regarding academic, after-school or socio-emotional activities is translated. We found that it is necessary to translate messages that are communicated via School Messenger. Due to the high-low income population of our school, it is critical to provide immediate oral translation, given the sacrifices of parents to visit the school, often without an appointment, to assess their child's academic progress.

Part B: Strategies and Activities

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

Translation services will be provided on an as-needed basis through translated written communications using translation websites and bilingual staff members. Translation services will be two-way, from teachers to parents and from parents to teachers. We have designated two staff members who are responsible for translating communication from the school in a timely manner. Our Daedalus program provides instantaneous translation of all academic interim progress reports as well as custom letters generated by teachers, deans, guidance counselors, and other staff. ELL parents receive forms and information in their native language. All parents receive the Parent's Bill of Rights and Responsibilities in their native language.

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

Oral translation services will be provided by designated school staff members, including our bilingual parent coordinator, during the school day and during Parent Orientation, Parent-Teacher Conferences, and PTA meetings. Our Parent Coordinator is bilingual in Spanish, a language spoken by 83% of our population. Staff will contact DOE Translation and Interpretation Unit at 718-752-7373, Ext. 4 to access translation services for languages that are not spoken by staff members.

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>.

School has posted signs conspicuously in the lobby indicating translation services are available through staff and DOE. ELL Coordinator and Parent Coordinator will also notify parents of their right to translation.

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 for Arts and Business	DBN: 24Q550
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 117
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: 8
of certified ESL/Bilingual teachers: 8
of content area teachers: 6

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: Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Saturday Academy, which will be conducted from November to May, consists of five bilingual/ESL classes in content areas for a maximum of 20 students per class, for fourteen 3-hour Saturday sessions (9:00 am-12:00 pm). Each will be taught by one teacher for a total of four teachers. Classes that are offered include Math, ELA, Living Environment, and Global History and Geography and the classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. Students who need additional supported in ELA are divided into two groups: Beginner/Low Intermediate and High Intermediate/Advanced. Students in the first group are provided with resources and support for their language acquisition and writing skills. Students in the latter group are provided with resources and support that they will need in order to acquire the skills necessary to be successful on the ELA exam. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and living environment, with a preference given to the very same classroom teachers of these students. Teachers placed in content area classes have bilingual extensions.

Our Saturday Academy is a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve success on State examinations, at a rate on par with their English proficient peers.

The After School Program will focus on Math and English. Each subject area will meet weekly and will target students who have not yet met the requirement and passed the required Regents Exam in that subject area. The classes have targeted approximately 15 students who meet this criteria for each of the subject areas and students will receive academic intervention in order to succeed in their deficiencies. There are two certified teachers, one ESL and one Bilingual Math, who will offer the academic intervention for these students. There will be two groups categorized by content area. Our After School program will take place immediately after the student's end their day (periods 9 and 10) and will meet twice a week for English and twice a week for Math. Sessions will be two hours long depending on student's needs. Sessions will begin in November and conclude in June.

The textbooks and materials for use in this ELL Saturday Academy and the After School Program focus on materials such as Kaplan preparation materials for the ELA (test prep textbooks are not allowed with the title III money; materials should be supplemental to provide additional support), Global Studies and Living Environment and Prentice Hall supplemental Spanish Language materials for the Integrated Algebra courses. The Saturday Academy teachers are highly qualified and have bilingual extensions when appropriate. Teachers involved also continue to participate in professional development. In order to support instruction in the classroom and our supplementary instructional programs (Saturday, After-School,) we will also be utilizing EMPOWER 3000 in the Spring semester. EMPOWER 3000, which will be

Part B: Direct Instruction Supplemental Program Information

purchased with grant funds is a web based software that differentiates instruction for students in reading. It also allows for quicker feedback for the student. We also plan on using Castle Learning, an online program that will supplement the content areas, during their time in the Saturday Academy and After School 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: Teachers will receive professional development that will help them to support students language development. This year, our workshops for teachers will continue focus on the Common Core Standards, specifically how to create complex instructional tasks that are aligned to the Common Core Standards in ELA and in Math. We will also begin to incorporate the instructional shifts into our curriculum, specifically shift #6 in Literacy that focuses on Academic Vocabulary. Teachers will be able to use these tasks to identify the gaps and to scaffold and help students to reach success on these tasks. ESL and Content Area bilingual teachers (4 in total, 2 ESL, 1 Math, 1 Science) will attend 3 one hour professional development sessions after school. Our school uses Title 1 funds for our Professional Development which include workshops and one on one professional development with our Aussie consultant. (Our Aussie consultant is scheduled to have 11 days with teachers school wide this year paid by Title 1). We will use Title 3 funds for per-session so that teachers may attend the 3 one hour workshops after school. These workshops will supplement the Inquiry work that teachers are engaged in weekly. The titles of the these workshops include: These workshops will supplement the Inquiry work that teachers are engaged in weekly. The titles of the these workshops include: (1) How does our curriculum align with the Common Core Standards? (2) How can we implement the instructional shifts in literacy in the ESL curriculum? (3) Strategies for teaching vocabulary to ELLs. Focus on Shift #6- Academic Vocabulary.

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: Our parents will be involved through TITLE III through our Saturday ESL Academy for parents. This is a continuous class in which topics will include: citizenship skills, supporting parents in order to obtain English proficiency and Technology skills. Workshops on the use of technology will include word processing with a focus on resume writing and e-mail. Parent orientation topics such as: Preparing your child for the college process will also be conducted in these classes. Classes will meet for three hours on Saturdays for a total of twelve sessions. Classes will begin in December and will conclude

Part D: Parental Engagement Activities

in June. Our parent classes will be conducted by our ESL licensed teacher/LAB Basis coordinator, Mary Hidalgo. Our parent coordinator, Ms. Cira Herrera will also offer workshops that will focus on assisting parents in helping their children succeed in High School and College.

Part E: Budget

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

Allocation Amount: \$12476

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