



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** INTERNATIONAL ARTS BUSINESS SCHOOL

**DBN (i.e. 01M001):** 17K544

**Principal:** ANGELO MARRA

**Principal Email:** AMARRA@SCHOOLS.NYC.GOV

**Superintendent:** DENISE HALLETT

**Network Leader:** STEVEN CHERNIGOFF

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Angelo Marra	*Principal or Designee	
Michael Sullivan	*UFT Chapter Leader or Designee	
Gladys Simmons	*PA/PTA President or Designated Co-President	
Jennifer Austin	DC 37 Representative, if applicable	
Briana Houston Anissia BelfonJoseph	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ronald Merisier	Member/ Teacher	
Ailynne Eduave	Member/ Teacher	
Kenneth Brown	Member/ Parent	
Bonita Felix	Member/ Parent	
Crystal Felder	Member/ Parent	
Eudora Spencer	Member/ Parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, there will be a 3% increase from the previous year in the percentage of students in the 2015 cohort achieving an 80 or higher on the English Regents, as reflected in STARS.

### Comprehensive Needs Assessment

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

Based on 2012-2013 ATS REDS reports, only 8.4% of students in June 2013 achieved an 80 or higher on the ELA Regents.

In order to achieve a higher score on our College Readiness index of the annual Progress Report, we need to increase the percentage of students achieving a score of 80 or better on the ELA Regents.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Lesson plan and curriculum review and modification during common planning meetings, i.e. incorporation of CCLS, common core-aligned performance tasks and the common core instructional shifts
- School-wide Mock Regents Exams
- Item Analyses of ELA Regents and Mock Regents exams to identify which Regents topics should be emphasized, or taught differently, to students
- Review students' essays using department-wide rubrics and create common graphic organizers and strategies in preparation for essay writing.
- Utilize the results of the item-analysis of in-class exams to review strategies to improve instruction and test-taking skills during common planning times.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Lead Teachers, Guidance Counselor, Assistant Principal, Principal, Network

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teacher observations conducted by administration, teacher surveys submitted after each PD session.
- Updated lesson plans and curricula being submitted during the year.
- Attendance sheets during tutoring sessions, common planning meetings, teacher feedback
- Scholarship Report – tracking passing percentages for a 10% increase each marking period
- Teacher feedback and reports on at-risk students during common planning time
- June Regents testing period

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Resources: 9 teachers, 2 administrators, PD Coordinator, Inquiry Team, CBO (Coro, Global Kids, Build On).

Funding Sources: Tax Levy, School wide Instructional expectations, Title I, NYSTYL, MOSL

After school programs total of 9 teachers @ 41.98 @ 30 hrs = \$11,334.60

Supplies and Materials \$2000.00

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents' Diploma and Career/College Readiness, including the opportunity for their child to test out of certain college remediation course by scoring an "80" on the English Regents in high school.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- During the December, January, May, and June PA meetings the focus will be Regents Preparation.
- The structure and its importance of our credit recovery program will be discussed with parents by the principal/assistant principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.

- Special Education Coordinator will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

By June 2014, there will be a 5% increase from the previous year in the number of students in the 2015 cohort earning 10 or more credits in their third year, as reflected in the DOE's annual Progress Report.

#### **Comprehensive Needs Assessment**

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

Based on the 2012-13 Progress Report, only 61.3 % of students earned 10 or more credits during their third year of high school. In order to achieve a higher score on our Progress Report in the Student Progress section we need to increase the number of students in our General Education and Special Education categories in accumulating credits.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

- Teacher-led, internal professional development plan –please see page 16 of this report for details.
- Academic Intervention Plan for at-risk students
- Teacher teams will analyze the performance of students to determine an action plan across the disciplines to support the 2015 cohort.
- Teacher teams will monitor student progress by analyzing scholarship reports, discussing individualized students and administering in-class assessments weekly.
- Teacher teams will analyze the marking period scholarship reports to identify areas of concern with specific students and determine an action plan to assist the students, especially the at-risk students.
- Social Studies and ELA teacher will align curriculum and instruction to create interdisciplinary lessons and assignments

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, Lead Teachers, Guidance Counselor, Assistant Principal, Principal, Network

##### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teacher observations conducted by administration, teacher surveys submitted after each PD session.
- Attendance sheets during tutoring sessions, common planning meetings, teacher feedback
- Teacher feedback and reports on at-risk students during common planning time
- Scholarship Report – tracking passing percentages for a 5% increase each marking period
- By February 2014, 80% of our students in the third year cohort will be on track for credit accumulation of 5 credits or more
- Individual student sustained attendance rate, particularly during AIS after school.

##### **4. Timeline for implementation and completion including start and end dates**

1. September 2013 –June 2014

##### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Resources: 9 teachers, 2 administrators, PD Coordinator, Inquiry Team, CBO (Coro, Global Kids, Build On).

Funding Sources: Tax Levy, School wide Instructional expectations, Title I, NYSTYL, MOSL  
After school programs total of 9 teachers @ 41.98 @ 30 hrs = \$11,334.60

Supplies and Materials \$2000.00

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents' Diploma and Career/College Readiness, including the minimum credits needed in each discipline to be eligible for graduation.
- During the December, January, May, and June PA meetings the focus will be Regents Preparation.
- Credit Recovery, the structure and its importance will be discussed with parents by the Principal/Assistant Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents, and school grading policy will be discussed.
- Guidance counselor, Assistant Principal, and teachers' will consistently outreach to parents of struggling students.
- Progress Reports will be provided along with State school report cards.
- Administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- AP of Special Education will send out weekly attendance progress reports to targeted Special Education students achieving less than 70% daily attendance rate. Family Assistant will outreach to parents of students who do not show signs of improvement in attendance.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, there will be a 3% increase from the previous year in the number of over age and under-credited students transferring to more appropriate educational settings, as reflected in the ATS report, RADP.

**Comprehensive Needs Assessment**

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

- In December 2011, IABS was identified as a failing school due to low graduation rates, etc. A historical review of past Progress Reports, State Report Cards, Learning Environment surveys details the DOE rationale for shutting down IABS. As such, IABS is currently in the midst of phasing out completely by June 2015. It is thus imperative that its over age and under credited students are transferred to more appropriate educational settings by that deadline.
- During the 2012-13 SY, 7% of our over age and under credited student population transferred to transfer schools.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- No student will become a code 39 discharge unless all exhaustive methods to bring student back to home school or transfer to other viable schools have been attempted. Attendance team will aggressively focus on the transfer school/YABC option for all potential dropouts.
- Incorporate our Transition Support Network into developing a shared understanding of best strategies for addressing over age and under credited students in a phase out setting

**2. Key personnel and other resources used to implement each strategy/activity**

1. Guidance Counselor, Assistant Principal, Principal, Network

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- RADP monthly reports, monthly teacher team meetings and administration review reports, ilog, attendance during Parent-Teacher Conferences
- Individual student weekly attendance rate for students enrolled in our Attendance Magnet Program
- Student marking period report cards and weekly progress reports
- Attendance at Transfer Fairs
- Teacher feedback and reports on at-risk students during common planning time

**4. Timeline for implementation and completion including start and end dates**

1. September 2013 –June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Resources: 9 teachers, 2 administrators, PD Coordinator, Inquiry Team, CBO (Coro, Global Kids, Build On).

Funding Sources: Tax Levy, School wide Instructional expectations, Title I, NYSTYL, MOSL

After school programs of 9 teachers @ 41.98 @ 10 hrs = \$3,778.20

Supplies and Materials \$500.00

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the purpose of transfer schools, discuss different programs available, and distribute transfer school brochures, i.e. the focus will also be on IABS' phase out standing and the significance of all students to be on track to graduate by June 2015 and, if not, other viable options available to these students such as transfer schools and YABS programs.
- During the fall, identified parents of over age and under credited students are invited to a Transfer School Fair night

Creation of a transfer school brochure mailed to parents of identified student

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, there will be a 3% increase in the graduation rate of the 2014 cohort from the previous school year, as reflected in the DOE's annual Progress Report

**Comprehensive Needs Assessment**

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

- Based on 2012-2013 progress report, 57.7% of students in the 2013 cohort graduated from IABS.
- In order to achieve a higher graduation rate score on our Progress Report, we need to increase the number of students in our General Education and Special Education categories achieving graduation status by June 2014.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Teacher-led, internal professional development plan –please see page 16 of this report for details.
  - Lesson plan and curriculum review and modification during common planning meetings, i.e. incorporation of CCLS, common core-aligned performance tasks and the common core instructional shifts; align in-class exams with the CCLS and State Standards in both curricula and instruction to achieve success in the course passing rate and Regents passing rate.
  - Timely teacher observation and feedback by administration using all 22 components of the Danielson Framework for Teaching
  - After school Tutoring and Regents Review/Lunch Tutoring and Regents Review/Peer Tutoring and Regents Review for general and at-risk populations.
  - Item Analyses of Mock Regents exams and all Regents exams in 2013 for students in the 2014 cohort still needing one or more Regents exams to graduate; Creation of Regents review packets for home and school study; Utilize the results of the item-analyses of in-class Regents and common core-aligned exams to review strategies to improve instruction and test-taking skills during department and grade level meetings
  - Credit Recovery program in the Fall and Spring to help these students regain credits and readiness for the Regents
- Principal/Guidance office send letters to parents of identified students still needing one or more Regents exam to graduate, offering guidance and support in school and at home
  - Teacher teams create short term goals for identified students' (those still needing additional courses and/or Regents exams to graduate by June 2014) to monitor progress.
  - Utilize differentiated instruction for these at-risk students to achieve success in class exams that are aligned with the Regents' standards by grade level and department teams.

- Resource teachers will create lessons for resource students to build their skills based on IEP and individual progress reports.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, Lead Teachers, Guidance Counselor, Assistant Principal, Principal, Network

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Teacher observations conducted by administration, teacher surveys submitted after each PD session.

Updated lesson plans and curricula being submitted throughout the year.

- Timely teacher observation and feedback by administration will identify areas in need of improvement and subsequently, a teacher improvement plan so that high-quality instruction is consistently delivered to students.
- Attendance sheets during tutoring sessions, common planning meetings, teacher feedback
  - Teacher feedback and reports on at-risk students during common planning time
- Scholarship Report – tracking passing percentages for identified 2014 cohort students needing additional credits to graduate
- By January 2014, identified students in the 2014 cohort needing one or more Regents exams to graduate by June 2014 should achieve passing scores on their respective Regents exams
- For those still needing Regents exams to graduate, by March there should be a 20% increase from the first mock regents in the January to the second mock regents in the spring term.
  - Incorporate our Transition Support Network into developing a shared understanding of instructional excellence
  - Individual student sustained attendance rate, particularly during AIS after school.
  - Provide translations, dictionaries, and modifications for ELL population
  - Use common planning time for guidance conferencing with teachers, parents and students

1.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 –June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Resources: 9 teachers, 2 administrators, PD Coordinator, Inquiry Team, CBO (Coro, Global Kids, Build On).

Funding Sources: Tax Levy, School wide Instructional expectations, Title I, NYSTYL, MOSL

After school programs total of 9 teachers @ 41.98 @ 30 hrs = \$11,334.60

Supplies and Materials \$2000.00

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents' Diploma and Career/College Readiness.
- During the fall parents are invited to a curriculum night
- During the December, January, May, and June PA meetings the focus will be Regents Preparation.
- The structure of the ELA Regents and its importance to academic progress will be explained by the Principal/Assistant Principal/ELA teacher.
- Credit Recovery, the structure and its importance will be discussed with the Parents by the Principal/Assistant Principal.
- During PA meetings, tutoring and credit recovery schedules will be distributed to parents.
- Guidance counselor, Assistant Principal, class teacher and grade level team members' outreach to parents of struggling students.
- Progress Reports will be provided along with the school report cards.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students that are identified as at-risk and/or lowest third in the area of ELA are programmed for after-school AIS session. Instruction is based on acquiring the reading, writing, listening, and speaking skills necessary to become a successful ELA achiever, both in the classroom and on standardized exams .	Small group tutoring	Sessions are held on Tuesdays and Thursdays for 50 minutes per session. After school, during Lunch
<b>Mathematics</b>	Students that are identified as at-risk and/or lowest third in the area of Mathematics are programmed for after-school AIS session. Mathematics sessions are focusing on improving the basic mathematics skills needed to successfully complete high school level course work, the Algebra and Geometry Regents exams, and become college ready in the area of math. Instruction is based on acquiring the computational, reasoning, algebraic, computer and calculator skills necessary to become a successful mathematics achiever, both in the classroom and on standardized exams.	Small group tutoring	After school, during Lunch Sessions are held on Tuesdays and Thursdays for 50 minutes per session.
<b>Science</b>	Students that are identified as needing additional support in the sciences are given opportunities to do so during small group tutoring and make up laboratory sessions. Science department teacher evaluates student progress on a bi-monthly basis. Individual students that display a deficit receive a progress report. In addition, eligibility for taking the NY State Regents exams in science is determined cumulatively. Students deemed ineligible based on lab completion percentage receive a status report for lab class. Make up lab sessions are offered weekly during the school day and after school.	Small group tutoring	After school, during Lunch Science teachers conduct review science lessons, small group tutoring, and lab sessions during 50 minute AIS sessions on Tuesdays and Thursdays, afterschool.
<b>Social Studies</b>	Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner.	Small group tutoring	After school, during Lunch

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

Our school shares a social worker on our campus. The social worker:

- Provides crisis intervention services for students
- Collaborates with guidance department on planning and implementing special programs to address the needs of the students population (ie: SPARK program, STD program, SAFE Horizons program, Drug, Alcohol, Mental Health referrals, EMS services
- Consults with school administrators, guidance staff, and /or classroom teachers concerning individual students
- Provides short term counseling for students in need
- Provides individual and group long term counseling

Collaborates with the school psychologist and special education staff to complete all evaluations, services, and referrals in a timely manner

Bi-annually, our partnership with the New York City Department of Health provides health related workshops, free health screening, and follow up medical services to students with hygiene, STD, and personal health issues. In addition, our campus sustains a full time health clinic staff. Membership into the health clinic is free and requires a parent application to be submitted. Services include daily health maintenance, immunization, emergency services, health education, and treatment for injuries and illnesses.

One on one

Method for delivery of service ranges from Individual conferencing to small group instruction

Before, during, and after school

As needed or during Lunch, before or after school.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- 2. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
IABS is a phase-out school in the second year of a three-year phase-out; accordingly, recruitment and retention are extremely difficult and excessing, in preparation for the eventual closing of our school, is done annually based on license seniority. If applicable, new teachers that are considered for job openings are screened by our network and school administrators. Professional development opportunities based on the 22 components of the Danielson teaching rubric and the common core instructional shifts are provided. Teachers are encouraged to seek out external opportunities that are subsidized by the International Arts Business School set-aside monies. Our school is implementing the City-Wide Instructional Expectations for the 2013-14 SY providing a crucial common denominator with all other schools despite our phase-out classification. Our Transition Support Network has also developed and assisted our school with strategies for recruitment, retention, support and professional development.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teacher Professional Development Plan, 2013-14 SY
<ul style="list-style-type: none"> <li>I. PD topics to be covered this year include:             <ul style="list-style-type: none"> <li>1. Danielson Framework for Teaching, with emphasis on certain components as identified during the observation process by administration</li> <li>2. Common Core-aligned lessons, the common core instructional shifts, unit performance tasks, and curriculum mapping</li> <li>3. Collaborative Learning</li> <li>4. Implementation of New Teacher Evaluation and Development System (Advance)</li> <li>5. Assessing and reviewing rubric-based student work</li> <li>6. Instructional data analysis</li> </ul> </li> <li>II. All teachers will follow our uniform <i>internal</i> professional development schedule, meeting with Lead Teacher Dr. McCallum, during these times:             <ul style="list-style-type: none"> <li>1. Every day.....period 4.....C6 Assignment</li> <li>2. Every Wednesday.....period 9.....Common-planning time</li> <li>3. Every 3<sup>rd</sup> Monday of the month.....period 9 .....Departmental Conferences</li> </ul> </li> <li>III. All teachers will have opportunities to attend <i>external</i> professional development provided by our network and/or other vendors.             <ul style="list-style-type: none"> <li>1. Principal will provide periodic information via DOE email</li> <li>2. Teachers are encouraged to seek out additional external professional development opportunities and request permission to attend.</li> </ul> </li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state, and local funds are coordinated and integrated with our school wide programs (STH, AIDP, OASAS, and ARRA) to support the needs of our at-risk student population, under NCLB, and to improve their learning outcomes.
Title I, STH, funds are aligned to our instructional programs and used to purchase instructional supplies, materials, and manipulatives for mathematics and science classes to support students' individualized learning styles, interests, and needs. We also have dedicated teachers in math, science, and ELA as well as a mandated guidance counselor
As many of these students are truant and have cases of substance abuse, our AIDP teacher and OASAS coordinator provide support services to help reengage these students. The attendance teacher visits the home of these students in an effort to reengage them in schooling and our paraprofessional makes daily telephone calls to parents and sends letters to home, and the OASAS coordinator provides

outreach services to help overcome such issues.

In addition, these funds are utilized to support AIS programs, which provide tutoring and regents preparation classes, twice a week, to improve students' academic progress and performance toward graduation standards.

Furthermore, as many of these students are part of the bottom 3<sup>rd</sup> population for the school and city, ARRA funds are earmarked for inquiry work to align curriculum, instruction, and assessment to the deficient skill sets of this targeted population.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

1. Scantron Performance Series (baseline) to determine deficiency skill sets of students to increase growth and achievement. Pre-Midterm (formative) to inform instruction, re-teach and differentiate. Midterm (formative and interim assessment) to inform instruction in preparation for final exam; determine mastery of concepts and skills; increase student progress towards graduation and accumulation of credits and Regents passing rates. Pre-Final (formative) to inform instruction, re-teach and differentiate. Mock Regents (interim assessment) to determine if students demonstrate mastery of content to increase passing percentages on Regents. Final Exam (formative) end of term exam, demonstrate mastery of content, prepare for summative assessment. Regents Exam (summative) to determine if students met standards, alignment of curricula to CCLS, increase passing percentages on Regents exams, and develop deep understanding of content

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>544</b>
School Name <b>International Arts Business School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Angelo Marra</b>	Assistant Principal <b>Susan Sosoo</b>
Coach <b>Ramon Mejia Sanchez</b>	Coach <b>type here</b>
ESL Teacher <b>Salimah McCallum</b>	Guidance Counselor <b>Cherry Ellis</b>
Teacher/Subject Area <b>Elaine Worsdale/ SS</b>	Parent <b>Gladys Simmons</b>
Teacher/Subject Area	Parent Coordinator <b>type here</b>
Related Service Provider <b>Mitch Suval</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>94</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>8.08%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE												1	1	2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	1	1	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	4	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2	1	0	6	3	1	0	0	0	8
Total	2	1	0	6	3	1	0	0	0	8

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A												3	3
	P													2
READING/ WRITING	B													
	I												2	1
	A												1	3
	P												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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Integrated Algebra	2		1	
Geometry	2		2	
Algebra 2/Trigonometry	0		0	
Math				
Biology				
Chemistry				
Earth Science	3		0	
Living Environment	2		0	
Physics				
Global History and Geography	6		3	
US History and Government	5		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Literacy skills of our ELL students are assessed by using Acuity Periodic Assessment, Scantron Performance Series, teacher created reading and writing tasks, mock regents, and the CCLS Performance Tasks. The data will identify the literacy weaknesses and strengths of our ELL population, allowing teachers to target deficiencies directly in the classroom setting using scaffolding, vocabulary build-on, group work -pairing a strong student with a weaker student - thus being the catalyst for lesson plan and curriculum modification based on student data.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data from the NYSESLAT reveal that our ELL students have displayed a gradual increase in Listening & Speaking performance, with one slight decrease at the average proficient level. Reading & Writing performance index displayed a more consistent improvement. The data also showed that our ELL students performed higher in Listening & Speaking than Reading & Writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
ESL and content teachers will use NYSESLAT results in the different modalities to their individual professional development plan which, in turn, will inform their daily lesson-planning specifically targeting deficiency areas of their ELL students.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Additional instructional support needed. Our ELL students are now being programmed for additional Academic Intervention Services sessions at the end of their school day. AIS teams include our ELL teacher and a special education teacher. Students receive additional academic instruction across all content areas. The ELL AIS sessions are designed after a resource room model, where students can receive additional tutoring opportunities in challenging areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Decisions are informed by interview with parent, student's educational history and background. All content area teachers are focused on the Common Core Instructional Shifts, primarily vocabulary acquisition and critical reading and writing strategies, thus reinforcing uniform learning throughout the school day. Student is paired with teacher and students of same language background. Interpretation and Translation Services for parent services.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Scholarship reports, state report cards, NYSESLAT and Regents results, teacher professional development growth

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All students admitted to International Arts Business High School are administered the Home Language Identification Survey HLIS.

This includes an informal oral interview in English and by ELL teacher Salimah McCallum in Spanish. In order to assess that the parents clearly understand the questions during the ELL Identification process and are afforded the opportunity to ask questions and express their concerns when necessary an interpreter is used either in-house or through the DOE Translations Unit.

Translations services are made available during the entire ELL Identification process. When required the students are administered the Language Assessment Battery-Revised (LAB-R) within ten days of admission under the guidance of our ELL teacher in a separate location. If the student has previously taken the Lab-R, our guidance counselor will review the previous school records and designate the appropriate services for success in the NYSESLAT based on their level of proficiency determined by the Lab-R. The staff responsible for conducting the initial screening and administering the HLIS and LAB R are Cherry Ellis, licensed Guidance Counselor and Salimah McCallum, ESL teacher. All ELLs, as identified in ATS, will take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort will be made to provide make-up testing sessions to those who are absent for the scheduled NYSESLAT. For our Spanish speaking ELLs, the above procedures are maintained, but the Spanish Lab-R is utilized. It is explained to the parents that we provide free standing ELL program based on the decisions of the majority of parents, but we will retain their requests for other programs until the number of requests increase.

2. 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.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our guidance counselor maintains documentation of ELL program selection and placement. Entitlement letters are immediately sent to the parents upon completion of the LAB-R through the students' ELL teacher, Dr. McCallum and guidance counselor Cherry Ellis. A copy of the entitlement letter is maintained in the students' records. At the identification meeting, our guidance counselor and ELL teacher outreach to the parents and students for the return of the Parent Survey and Program Selection. If the survey and selection sheets are not returned, the guidance counselor and ELL teacher continue outreach through parent conferences and phone messages.

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.

After the student has taken the LAB-R exam and the student has been deemed eligible for ESL services, parents are given the Parent Survey and Program Selection forms. If the forms are available in the native language, they are given. If not, we do our best to have the information translated either with the DOE translation services or a member of our school community. We review the RLEX data, parent review form, Lab-R and after giving the parents an opportunity to view the video and intake conference, the guidance counselor programs students in their appropriate settings. To date, all parents have chosen an ESL instructional program, so the student is immediately programmed for the appropriate grade and classes. We utilize our Creole and Spanish native language speakers on our staff to communicate with parents in person, through phone calls and the school messenger. Continued entitlement letters are maintained with the students' school records in the guidance office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

School-wide logistical coordination and a robust outreach and oversight initiative takes place every Spring, ensuring our ELLs

take all sections of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Since all of our parents have selected ESL as their program of choice for their children after attending the in-take conference, viewing the video on their options, and completing the program selection, our program is aligned with their choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])? Our ELL students are departmentalized based on their cohort year and credit accumulation. Therefore our ELL students are placed in heterogeneous classes for all subjects except for their ELL classes. Students are placed in homogeneous ELL classes based on the results of their NYSESLAT.
2. 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)?

In order to maintain the mandated number of instructional minutes according to proficiency level, we have a ESL teacher who provides instruction to all levels of ESL in self-contained classes. We only have two proficiency designations: Advanced and Intermediate. Advance students get more than the minimum allotment of minutes -they get 225 minutes a week in the classroom. Intermediate students get 360 minutes a week in the classroom.
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 foster language development and meet the demands of the Common Core Learning Standards.

All content area instruction at our school is delivered in English. Teachers use ESL methodologies to deliver instruction. Teachers have

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are placed in appropriate content subject based on their cohort year and credit accumulation as seen in the previous school records. Subject is taught in English supported by translation. Students are further supported with a peer student with a higher level of English understanding. In-class libraries contain multi-language translation of books for support. Teachers utilize word walls, instructional strategies that are differentiated, and collaborate with the ESL teacher on lessons. The ESL teacher is pushed into classes where needed. Our ELL students are enrolled in the AIS program that is supported by the ESL teacher. Our instructional plan remains the same for all ELLs. Our ELL students are enrolled in ELA class along with their ESL program. The ELA teacher in collaboration with the ESL teacher supports the students with instructional strategies such as vocabulary building, translation materials, word walls and multi-level texts.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. Data folders will be created for our SIFE population so that our teachers can use the disaggregated data to support teaching and learning. Teacher will set goals for these students and monitor their progress throughout the year, making pedagogical and programming modifications along the way, if necessary.

B. We have no ELLs who have been in the school less than three years.

C. ELLs that have been receiving ESL services for 4 to 6 years have received an extension of services. They must still test proficient in all applicable State assessments, as well as demonstrate an understanding of the American culture and its connection to their own native culture in our interdependent global society. Our teachers have modified their respective curricula to meet the needs of all ELLs, using strategies such as vocabulary build-on, group work, role-play, and differentiation. Our ESL teacher has implemented a skills-based program following the text Getting Ready for the NYSELAT (produced by Attanasio & Associates, Inc.). Each student has received a workbook with interactive exercises for the four core areas tested by the NYSELAT.

D. We have no long-term ELLs in our school.

E. Former ELLs will continue to be monitored closely both pedagogically and personally while in school. They will be afforded all the support current ELLs are receiving, as necessary. Teachers of these students, along with our ESL teacher, will meet frequently during common planning time to discuss issues, concerns, and celebrations, thus further informing targeted pedagogy for these students. Periodic individual counseling from our ESL teacher and guidance staff will ensure that our former ELLs continue to assimilate and build upon their previous learning.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We do our best to ensure that every student with an IEP has the services in which he/she is entitled. This year we have only one ELL student that is serviced by our ELL and special education programs. Our one ELL student with an IEP is scheduled for mandatory

Academic Intervention Services, two days per week, for 50 minutes per sessions, after school. Our ESL teacher collaborates with our special education teacher to deliver instructional support in English. Student progress is being evaluated on a monthly basis.

The focus of the curriculum is reading instruction, reading comprehension, and linguistic exercise.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We do our best to ensure that every student with an IEP has the services in which he/she is entitled. This year we have only one ELL student serviced by our ELL and special education programs. She is being serviced by our Special Education teacher through pushing-in. ELL students with IEPs are scheduled for mandatory Academic Intervention Services, two days per week, for 50 minutes per sessions, after school. Our ESL teacher collaborates with our special education teacher to deliver instructional support in English. Student progress is being evaluated on a monthly basis. The focus of the curriculum is reading instruction, reading comprehension, and linguistic exercise.

Along with classroom instruction that is geared to meet the needs of ELLs, we also offer a variety of interventions to ensure that all students succeed. We have incorporated the Wilson Program especially for those students with the least proficiency in the English language. We have one of our inquiry team continuing to focus on ELLs in the math and global history classes,

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

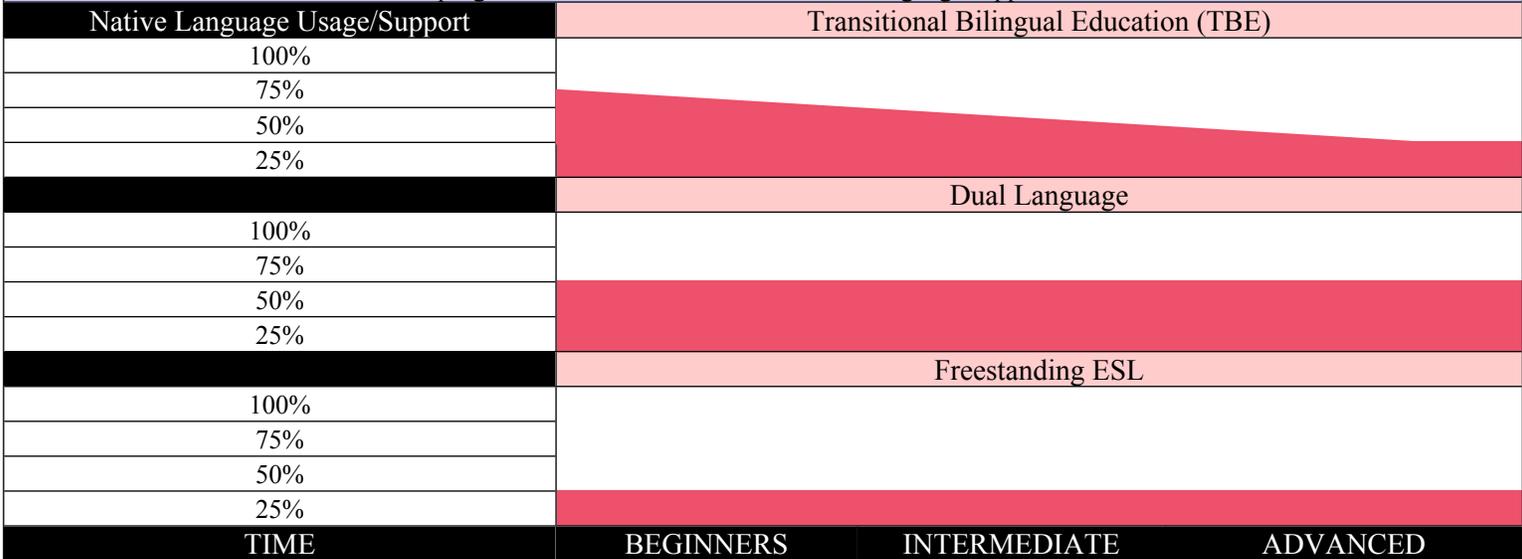
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Our ESL teacher collaborates with our ELA, Math, Science, and Social Studies teachers. Literacy instruction for our ELL population is aligned with the New York State learning standards for ELA and the other respective content areas' standards. Use of computers by our ELLs is routinely provided to support and facilitate the timely acquisition of English and math literacy; for example, implementing PowerPoint to complete projects. These students will be afforded opportunities to improve their reading, writing, and thinking skills through activities that focus on interdisciplinary/thematic approaches in the small group setting. Multicultural library books as well as the use of art forms and appropriate multisensory approaches and resources, i.e. graphing calculators, will greatly enhance the learning experiences of our ELLs. Additionally, our students receive homework help and Regents test prep during their lunch period and after school.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Some of the assessments used include Scantron Performance Series, teacher-created assessments, midterm, mock regents exams, and final exams, the latter four of which occur across all core content areas: English, Math, Science, and Social Studies. Data is reviewed weekly by teachers through the issuance of progress reports. Our teachers are aware of who are ELL students and the respective content area curriculum is modified to address the specific learning needs of these students. Our ELL population enjoys a high rate of success on individual course passing rates.

11. What new programs or improvements will be considered for the upcoming school year?

We are not introducing any new programs, but aligning our Wilson program to the ESL program.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

International Arts Business' program allows ELLs equal access to the same curriculum and programs as English-proficient students. Content teachers work together on lessons, projects and assessments to ensure that ELLs are receiving the same materials and information as their native English speaking peers. This equality has been achieved largely because of emphasis on teacher collaboration. Faculty members have taken course work in QTEL and professional development seminars in and out of the school. Topics explored were instructional strategies that are differentiated, Collins Writing Project, mapping texts, vocabulary building, chunking, and incorporating visuals into lessons.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used in the classroom include:

- Laptop carts for individual projects, class work, periodic assessments, or group work.
- Teacher created power points to support class discussions and group work.
- Math and History materials that are adapted for ESL students.
- High interest books for Independent Reading for all reading grade levels present in our school and covering all genres, especially nonfiction to support the other academic subjects.
- Bilingual translation dictionaries in all the native languages of our students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students at IABS come from a variety of language backgrounds which makes it difficult to consistently instruct in the Native Language Arts. However, students are encouraged to use their first language in any way that will help them access the material used in classes. This may come in the form of language translation dictionaries, documents translated in their language or help from classmates with similar language backgrounds. Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All curricula are age appropriate. Our mission is to give equal access to ELLs in all content areas. It is imperative that our ELLs receive resources and support appropriate to be college and career ready. Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students are required to attend orientation. During the academic year, students are given an appropriate program after the LAB-R is administered. Their programs often include after-school tutoring. New students are also paired with

"buddies", often of their native language background, to help them assimilate into the school.

18. What language electives are offered to ELLs?

Since we are a phase-out school with a very small budget, our language elective is a Spanish class, offered at one of the other schools on our campus.

19. For schools with dual language programs:

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

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. We have professional development seminars and inquiry team meetings which have reviewed topics such as student-level data analysis, test review strategies, strategies for modifying whole-class assignments, and development of writing and literacy skills across the disciplines through collaboration between ELA and Social Studies. In addition, the model of the school provides teachers with daily

networking time, during which teachers engage in professional development, every day during period 4 and every Wednesday during period 9, (e.g., writing strategies, the writing process, error correction, and project sharing) or work collaboratively to plan instruction. Teachers will be trained on how to create projects aligned to the Common Core Learning Standards which incorporate academic language and assessment rubrics. Teachers will be trained on how to differentiate their lessons at monthly departmental and staff development meetings (ongoing throughout year). Teachers will be trained on how to use data to help identify strengths and areas in-need-of-improvement in their classrooms.

2. Professional development topics include: SESIS and QTEL training, common core lesson-planning and the instructional shifts, NYSESLAT emphasis, MOSL training (based on preparation for the NYSESLAT during the Spring term),, intervisitations/collaboration with other ESL teachers from our campus building

3. One tool that has really helped staff assist ELLs is ARIS. All teachers have been trained in the use of ARIS and most utilize the information on an on-going basis. This has been useful in getting information about incoming ELLs' academic history. Also, we have Datacation/Skedula, a powerful tool for teachers to share strategies and information about the needs of individual students, with each other and with parents, through parents' online accounts.

4. Professional development seminars centers on strategies dealing with topics mentioned above, in addition to literach and writing - Wilson, Collins Writing Project and use of graphic organizers for a start.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents/guardians of newly enrolled ELL are given the State standards, assessments, school expectations and graduation requirements. Parents/guardians are also invited to PA meetings where presentations on graduation requirements, the Regents, college process, school accountability measures, and basic computer skills are addressed. Our A.P. sends out a Parent Newsletter four times a year that also serves to update parents about upcoming events and important information. We also send home letters, memos, e-mails and use our School Messenger to deliver important messages. The Datacation portal, Skedula, is providing all parents/guardians with a web-based view of their child's attendance and academic progress, available at any time. If we do not have a staff member that a parent/guardian can communicate with we utilize the translation phone line from the DOE. We also try to get ELL parents to become PTA board members or Title I Committee members so they can take a more active role in the school and their child's education by assisting administration with the budgeting of Title I funds and also working on the CEP. In the spring, we invite all parents to complete the Learning Environment Survey.
  2. Along with Young Audiences of New York, Global Kids, and DCTV, we have an arts festival that celebrates the theme of our school. All performing, visual, and culinary arts are displayed and performed thereby encouraging our parents to visit our school.
  3. We evaluate the needs of the parents through the learning environment survey, PA concerns and one on one conferences.
  4. We have scheduled parental workshops on computer literacy, supporting the common core instructional shifts at home, curricula review, college and career readiness, providing parents with the skills they need to support their child in reaching his/her best potential in school.

## E. 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.

As of the 2011-12 SY, IABS began a four-year phase-out (to be completed in June 2015). Subsequently, since 2011-12, we have not admitted or received any newly enrolled English Language Learners for the first time to the New York City Public School System (although, that possibility still exists. ) As of the 2013-14 SY, we have only 8 ELLs left.

## Part VI: LAP Assurances

**School Name:**

**International Arts Business Sc**

**School DBN: 17K544**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angelo Marra	Principal		11/15/13
Susan Sosoo	Assistant Principal		11/15/13
n/a	Parent Coordinator		11/15/13
Salimah McCallum	ESL Teacher		11/15/13
Gladys Simmons	Parent		11/15/13
Elaine Worsdale	Teacher/Subject Area		11/15/13
Karen Squires	Teacher/Subject Area		11/15/13
Ramon Mejia Sanchez	Coach		11/15/13
n/a	Coach		11/15/13
Cherry Ellis	Guidance Counselor		11/15/13
Steven Chernigoff	Network Leader		11/15/13
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **17K544** School Name: **International Arts Business School**

Cluster: **6** Network: **610**

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

**Part A: Needs Assessment Findings**

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

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

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

Currently we have only a few families that required translated materials. The school community receives information concerning translations through our guidance, administrative and teaching staff.

## Part B: Strategies and Activities

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

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

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

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

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

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