

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015
DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: INTERNATIONAL ARTS BUSINESS SCHOOL

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

Principal: ANGELO MARRA

Principal Email: AMARRA@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: LAWRENCE PENDERGAST

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	
Claudia Palmer	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Jennifer Austin	DC 37 Representative, if applicable	
Ashley Jones, Brianna Ramos	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Sosoo	Member/ Assistant Principal	
Ronald Merisier	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 2015, there will be a 10% increase from the previous year in each college and career readiness benchmark category referenced below, as evidenced by STARS:

English Regents Score > 74

Math Regents Score >79

Regents-level Math Credits Earned > 7

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 2013-2014 STARS report, only 42% of 2015 cohort achieved an English Regents score above 74 and only 8% achieved a Math Regents score above 79. In order to achieve a higher score on our College Readiness rate section of the annual School Quality Snapshot and Guide, we need to increase the percentage of students achieving a score of 75 or better on the ELA Regents and 80 or better on the Math 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

- Item Analysis of ELA and Math Regents taken during the 2012-13 and/or 2013-14 school years
- Student test surveys administered and analyzed after conclusion of each Regents-style class exam during 2014-15 SY
- Review students' class essays and/or deep understanding/application skills using established rubrics
- Analyze student work to address gaps in learning during teacher common planning time
- 12th Grade ELA and Math curriculum aligned to common core learning standards, incorporating respective instructional shifts.
- In-class exams aligned to common core learning standards. All exams will be item-analyzed by teachers to refine future lesson-planning. Students will take surveys upon conclusion of all exams to also inform future lesson-planning.
- Mock Regents exam administered and item-analyzed multiple times during the school year

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

1. Teachers, AP, Principal, support staff

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

- Scholarship Report
- January Regents testing period
- Mock Regents results

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

1. Ongoing; September -June

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

- Utilize Per Session from TL FSF and Title I for Saturday School tutoring and Regents Review, professional development, parental outreach. OTPS – from TLFSF and Title 1 for instructional supplies, curriculum development materials, translation materials and dictionaries. Estimated cost per year for regents tutoring and instructional supplies: Per session \$5,037.60 (20 hours x \$41.98 x 3 teachers x 2 months); Supplies \$500.00

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).

- During the monthly PA meetings, Principal and/or Assistant Principal will explain the use of the transcript and Diploma/College Readiness worksheet to demonstrate the necessary qualifications for Regents' Diploma and Career/College Readiness.
- School administrators will provide information at PA meetings concerning the impact of credit accumulation, attendance and regents passing on graduation and college readiness.
- During the January-March PA meetings the focus will be Regents' Preparedness.
- 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.

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 2015, at least 90% of all credits earned by students will be passed with at least a “75” passing score, as evidenced by 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.

Too many students have passed classes with either a 65 or a 70. These are low passing grades, and may be indicative of college *unreadiness*. Moreover, our school is in the midst of shutting down *permanently* this year, creating a very challenging learning environment for students. We thus want students more focused than ever on their academics, specifically on their day to day class work.

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 teams will frequently analyze the academic performance of students to determine an action plan across disciplines to support the 2015 cohort.
- Teacher teams will monitor student progress analyzing scholarship reports, discussions on individualized students and in-class assessments weekly.
- Principal and/or Assistant Principal will analyze the marking period scholarship reports and create an action plan with teachers to move at least 50% of the students with a score of 65 or 70 to 75 or better for the next marking period.
- Daily tutoring provided for students (study hall class assigned on their schedule everyday), allowing students to realize their best potential in each respective class.
- Teacher will incorporate data-driven instruction based on item-analysis of in-class exams and inquiry team findings
- 12th grade curricula aligned to common core learning standards or content standards, incorporating respective instructional shifts.
- Formal and informal observations conducted by Assistant Principal and Principal will identify effective methods of teaching and learning using Danielson’s rubric
- Teacher teams will frequently analyze student work to ascertain gaps in learning, determine priority areas in need of improvement, set goals and monitor progress toward those goals throughout the year

1.

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

3. Teachers, AP, Principal, support staff

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

- Scholarship Report – tracking “75” grade passing percentages for each marking period
- By February 2015, 85% of all credits earned by students will be passed with at least a “75” passing score.

1.

5. Timeline for implementation and completion including start and end dates

1. Ongoing; September -June

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

- Utilize Per Session from TL FSF and Title I for Saturday School tutoring and Regents Review, professional development, parental outreach. OTPS – from TLFSF and Title 1 for instructional supplies, curriculum development materials, translation materials and dictionaries. Estimated cost per year for regents tutoring and instructional supplies: Per session \$5,037.60 (20 hours x \$41.98 x 3 teachers x 2 months); Supplies \$500.00

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).

- During PA meetings, tutoring schedules will be distributed to parents.
- 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 December-March PA meetings the focus will be Regents' Preparedness and Tutoring to support students reaching their best potential in class.
- Guidance counselor, Assistant Principal, class teacher and grade level team members' outreach to parents of struggling students.
- School Progress Reports will be provided along with the school report cards.
- Administrators will provide information at PA meetings concerning the impact of credit accumulation, overall school average, 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.

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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 2015, student attendance rates will average at least 90% for the school year, as evidenced by ATS report RSAL.

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.

- Our attendance rate averaged only 78% last year. Attendance is a major factor in determining how students perform in class and on the Regents. Research proves there is a strong correlation between attendance and learning. We want to reinforce that relationship and accordingly increase our attendance rate by at least 12 points this school year.

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

- Teachers will discuss attendance expectations with all students, reminding them of its influential factor in the overall school grading policy.
- Guidance counselor and family assistant will review ATS attendance reports. Any student found cutting will immediately be called in for a conference, decreasing the likelihood of a chronic attendance problem developing.
- Principal/AP will review scholarship reports and attendance percentage rates for all students
- Teachers will immediately call home and notify guidance counselor once a student is absent 2X. After 3X, the teacher will notify the Principal/AP.
- Teachers will enforce Late Log policy: Late-arriving students will sign late log upon entering the room. This policy is meant to hold students accountable for their actions and to improve punctuality, thereby decreasing the likelihood of chronic absenteeism developing.
- Teachers will prepare engaging lesson plans on a daily basis that caters to each student's preferred learning style. Students are less likely to cut class and develop chronic absentee issues when they consistently feel "connected" in the classroom setting.

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

1. Teachers, AP, Principal, support staff

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

4. Mid Term Attendance Rate of 85%, as evidenced by RSAL

5. Timeline for implementation and completion including start and end dates

1. Ongoing –September -June

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

1. Utilize Per Session from TL FSF and Title I for Saturday School tutoring and Regents Review, professional development, targeted credit recovery, and parental outreach. OTPS – from TLFSF and Title 1 for instructional supplies, curriculum development materials, translation materials and dictionaries. Estimated cost per year for regents tutoring and instructional supplies: Per session \$5,037.60 (20 hours x \$41.98 x 3 teachers x 2 months); Supplies \$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 90% attendance rate expectation, including strategies to encourage students to attend classes on a daily basis.

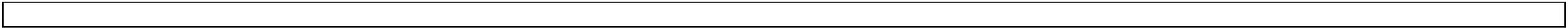
During the fall, identified parents of students with less than a 90% attendance rate will be called in for case-conferencing.

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 2015, at least 90% of the remaining students in the 2015 cohort will graduate from high school, as evidenced by 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.

- Based on STARS, only 38% of the remaining students in the 2015 cohort are currently on track to graduate by June 2015.
- In order to achieve a higher graduation rate score on our annual School Quality Snapshot and Guide, we need to increase the number of students achieving graduation status by June 2015.

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

- Graduation Analysis of the 2015 Cohort, identifying specific courses and/or Regents exams needed to satisfy graduation requirements.
- Item Analyses of all Regents exams in 2014 for students in the 2015 cohort still needing one or more Regents exams to graduate
- Student test surveys administered and analyzed after conclusion of each Regents-style class exam during 2014-15 SY.
- Regents Review, beginning in November and April respectively, for the January and June Regents testing periods.
- Scheduling students to repeat Regents-culminating courses (for non-credit, if passed already)
- Principal/Guidance office send letters to parents of identified students, offering guidance and support in school and at home
- Teachers will align all core curricula to the common core learning standards – enriched curriculum unit will enhance students’ thinking, writing and reading capabilities thus increasing likelihood of students passing Regents exams or courses needed for graduation.
- Utilize the results of the item-analysis of in-class exams to review strategies to improve instruction and test-taking skills during teacher common planning time. All exams will be item-analyzed by teachers to refine future lesson-planning. Students will take surveys upon conclusion of all exams to also inform future lesson-planning.

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

1. Teachers, AP, Principal, support staff

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

- Scholarship Report – tracking passing percentages for identified 2015 cohort students needing additional credits to graduate
- By January 2015, at least 80% of identified students in the 2015 cohort needing one or more Regents exams to graduate by June 2015 will achieve passing scores on their respective Regents exam(s).
- For those still needing Regents exams to graduate after the January 2015 administration period, there will be a 50% increase in the passing rate from the mock regents administered in March to the one given in May.

1.

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

5. Ongoing –September -June

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

1. Utilize Per Session from TL FSF and Title I for Saturday School tutoring and Regents Review, professional development, targeted credit recovery, and parental outreach. OTPS – from TLFSF and Title 1 for instructional supplies, curriculum development materials, translation materials and dictionaries. Estimated cost per year for regents tutoring and instructional supplies: Per session \$5,037.60 (20 hours x \$41.98 x 3 teachers x 2 months); Supplies \$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 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 our Curriculum Night (Sept. 17th)
- Credit Recovery, the structure and its importance will be discussed with the Parents by the Principal/Assistant Principal.
- During PA meetings, tutoring 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
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.

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

1.

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

1.

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

1.

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

5.

6. 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.

	Tax Levy	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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Students that are identified as at-risk and/or lowest third in the area of ELA are programmed for after-school tutoring. 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.	Students are arranged into small groups of no more than 8 and instruction is delivered through a 2 teacher collaborative model. Each session is lead by a content specialist and supported by a second teacher.	Study Hall during school day, after school, Saturday Academy.
Mathematics	Students that are identified as at-risk and/or lowest third in the area of Mathematics are programmed for after-school tutoring. 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.	Students are arranged into small groups of no more than 8 and instruction is delivered through a 2 teacher collaborative model. Each session is lead by a content specialist and supported by a second teacher.	Study Hall during school day, after school, Saturday Academy.
Science	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, if necessary. Science department teacher evaluates student progress on a weekly basis.	Science tutoring sessions are conducted by our one Science lead teacher. All tutoring and make up lab sessions are based on “hands on” interactive instruction which includes differentiated activities for addressing multiple learning styles.	Study Hall during school day, after school, Saturday Academy.

	<p>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 receive a status report for lab class. Make up lab sessions are offered weekly during the school day and after school.</p>		
<p>Social Studies</p>	<p>Credit recovery courses offered to students in order to provide an opportunity to make up coursework in a timely manner.</p>	<p>Smaller class size and extended time is provided for all students in specific Social Studies classes</p>	<p>Study Hall during school day, after school, Saturday Academy</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance counselors offer individual and small group counseling sessions for students that have been identified as in need of additional support. The school guidance department, in conjunction with support staff, hold weekly attendance meetings to identify attendance issues and schedule home visits, individual sessions, and meeting with parents.</p>	<p>Method for delivery of service ranges from individual conferencing to small group instruction</p>	<p>As needed or during Lunch, before or after school.</p>

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ul style="list-style-type: none"> IABS is a phase-out school in its last 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, has been performed annually based on license seniority.

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).

Professional Development Plan is based on classroom observations and teacher surveys and is directed by school's Instructional Specialist, in consultation with Administration, focusing on the pedagogical components of Danielson's Framework (instructional shifts), primarily using TED Talk for each PD's motivation/introduction.

Date	Topic	Content	Activities
09/08/2014	Danielson's Component 3c – Engaging Students in Learning How do we create engaging lessons that promote student learning?	TED Talk: <u>Christopher Emdin - Teach Teachers How to Create Magic</u> 1. Professional Discussion: What do you think about Christopher Emdin's suggestion for engaging urban students? 2. Methodology: Culturally Responsive Instruction 3. How can we use engagement strategies to improve our questioning and discussion techniques?	Select one of the following: Design an activity that will motivate students to become engaged in the content. Include culturally responsive instructional methodology in your lesson planning.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.).

NA

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.

IABS has a school local measures committee that is responsible for reviewing assessment data to identify areas of strength and areas for improvement. These areas of strength and areas for improvement are used to determine which assessments will be used for measures of student learning. Identified areas of improvement are reviewed and communicated to teachers after which, teacher leaders and administration design professional development for the academic school year.

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)

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 17K544

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$60,506.82	X	Pgs. 6,8,9,11
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$292,640.00	X	Pgs. 6,8,9,11

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 544
School Name International Arts Business School		

B. Language Allocation Policy Team Composition [i](#) 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 Angelo Marra	Assistant Principal Susan Sosoo
Coach Ramon Mejia Sanchez	Coach type here
ESL Teacher Salimah McCallum	Guidance Counselor Cherry Ellis
Teacher/Subject Area Elaine Worsdale/ SS	Parent Gladys Simmons
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider Mitch Suval	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	94	Total number of ELLs	8	ELLs as share of total student population (%)	8.08%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE												1	1	2
SELECT ONE														0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	1	0	6	3	1	0	0	0	8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	1	0	6	3	1	0	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
TOTAL	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
Intermediate(I)												1	3	4
Advanced (A)												2	2	4
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 [AMAQ 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 re-inforcing 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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

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

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.