

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HIGH SCHOOL OF FASHION INDUSTRIES

DBN (i.e. 01M001): 02M600

Principal: DARYL BLANK

Principal Email: DBLANK@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: ADA CORDOVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Daryl Blank	*Principal or Designee	
Jack Sanchez	*UFT Chapter Leader or Designee	
Keicha Wynn	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Mason Barich	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jeff Newman	Member/ UFT	
Adrian Carranza	Member/ UFT	
Danielle Silva	Member/ CSA SLT Chairperson & Secretary	
Beverly Philips	Member/ Parent	
Cathy Clark	Member/ Parent	
Anne Marie Cooley	Member/ Parent	
Evelyn Delorbe-Alicia	Member/ Parent	
Safiatou Diallo	Member/ Student	
Sharon Staine	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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, students with disabilities at the High School of Fashion Industries will achieve a 5% increase on the New York State Algebra Regents examination scores and Adequate Yearly Progress (AYP) is made in mathematics

Comprehensive Needs Assessment

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

An analysis of the academic performance levels in Mathematics of the incoming 9th Grade Students with Disabilities group revealed that 94% (67/71) performed below grade level (scored 1 or 2) on their 8th Grade Common Core Math Exam. Furthermore, 62% performed significantly below grade level (scored 1).

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

1. Targeted planning time for ICT Teacher teams to build in appropriate scaffolding.
2. Analysis of target student progress in weekly grade-level focus groups.
3. School wide focus on monthly CCSS skills across the curriculum
4. Programmed majority of 9th Grade students for a supplemental math class (math complexity).
5. Providing extensive tutoring services and "Early Academic Intervention" Academy on weekends.

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

1. ICT Teams and Special Education Assistant Principal / Math Assistant Principal
2. Special Education department focus group teacher leaders
3. Funded time allocated for ICT Teacher-teacher
4. Assistant Principals supervising programming and math
5. Math teaching personnel across all grade levels

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

1. Common core assessments in each subject discipline will be given to students in September and May as well as monthly-skill specific uniform tasks.
2. Teaching staff will do an analysis of the progress of students between the baseline assessment in September and the final in May examination.
3. The rubric that the school will be using is on a 4 point scale (1 represents 'not yet' meets academic expectations and 4 represents 'advanced.' Student progress will be measured along this rubric
4. Analysis of Algebra credit accumulation and Regents results
5. Monitoring attendance at tutoring and intervention academies

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

1. September 2014 - June 2015 - ICT teacher-team planning begins in September and ends in June.
2. September 2014 - June 2015 - Departmental teacher teams within subject department will begin in September and end in June.
3. October 2014 - May 2015 - The interdisciplinary PLC groups will begin in October and end in May. The Common Core assessments will be given within the subject departments – English, Math, Social Studies, Science and CTE. We will gauge student progress within each specific subject matter.
4. September 2014 - June 2015
5. September 2014 - June 2015

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

Programming

1. The 'First Monday' schedule allowing for this professional development time was done through a School Based Option approved by the UFT staff and HSFI parents.
2. The common preparation period for academic subjects was organized by the HSFI programmer.
3. Per session is allocated for the ICT teacher teams
4. Additional math teacher hired for 'Math Complexity' classes

5. Per session is allocated for tutoring and intervention academies

Strategies to Increase Parental Involvement

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

The High School of Industries will keep parents and families informed and involved in the specific instructional strategies and activities connected to this goal through but not limited to: an Assistant Principal supervisory position devoted to parent engagement; a weekly parent newsletter; maintenance of a school website (besides the NYC Department of Education portal); use of the 'School Messenger' program to send phone calls, texts and emails and parental involvement in the decision-making entities established within the school (School Leadership Team, Parents Association, Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee). A significant portion of all this parent outreach will be devoted to educating parents about our monthly skill plan and the strategies the school is using to help students meet the Common Core Standards.

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	X	Title III		Set Aside	X	Grants
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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, students with disabilities at the High School of Fashion Industries will achieve a 5% increase on the New York State English Language Arts Regents examination scores and Adequate Yearly Progress (AYP) is made in English

Comprehensive Needs Assessment

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

An analysis of the academic performance levels in English of the incoming 9th Grade "Students with Disabilities" group, revealed that 95% (62/65) performed below grade level (scored 1 or 2) on their 8th Grade Common Core ELA Exam. Furthermore, 49% performed significantly below grade level (scored 1).

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. Targeted planning time for ICT Teacher teams to build in appropriate scaffolding.
2. Analysis of target student progress in weekly grade-level focus groups.
3. School-wide focus on monthly CCSS skills across the curriculum

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

1. ICT Teams and Special Education Assistant Principal / Math Assistant Principal
2. Special Education department focus group teacher leaders
3. Funded time allocated for ICT Teacher-teacher

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

1. Common core assessments in each subject discipline will be given to students in September and May as well as monthly-skill specific uniform tasks.
2. Teaching staff will do an analysis of the progress of students between the baseline assessment in September and the final in May examination.
3. The rubric that the school will be using is on a 4 point scale (1 represents 'not yet' meets academic expectations and 4 represents 'advanced.' Student progress will be measured along this rubric.

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

1. September 2014 – June 2015 - ICT teacher-team planning begins in September and ends in June.
2. September 2014 – June 2015 - Departmental teacher teams within subject department will begin in September and end in June.
3. October 2014 – May 2015 - The interdisciplinary PLC groups will begin in October and end in May. The Common Core assessments will be given within the subject departments – English, Math, Social Studies, Science and CTE. We will gauge student progress within each specific subject matter.

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

1. The 'First Monday' schedule allowing for this professional development time was done through a School Based Option approved by the UFT staff and HSFI parents.
2. The common preparation period for academic subjects was organized by the HSFI programmer.
3. Per session is allocated for the ICT teacher teams

Strategies to Increase Parental Involvement

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

The High School of Industries will keep parents and families informed and involved in the specific instructional strategies and activities connected to this goal through but not limited to: an Assistant Principal supervisory position devoted to parent engagement; a weekly parent newsletter; maintenance of a school website (besides the NYC Department of Education portal); use of the 'School Messenger' program to send phone calls, texts and emails and parental involvement in the decision-making entities established within the school (School Leadership Team, Parents Association, Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee). A significant portion of all this parent outreach will be devoted to educating parents about our monthly skill plan and the strategies the school is using to help students meet the Common Core Standards.

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	X	Title III		Set Aside	X	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, the percentage of students earning 10+ credits in the first year of school will increase 1.5% to 91.7% from 90.2% that was recorded for the 2013-14 school year

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the NYC Department of Education school quality guide the percentage of students who earn 10 credits in the first year is 90.2%

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.

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

1. SWP funds will be used for the school to partner with the Center for Supportive Schools to develop a peer mentorship program for incoming 9th graders to support their transition to high school.
2. Approximately 120 9th graders will be placed in the program who will be matched with approximately 20 11th & 12th graders who will serve as peer mentors. These peer mentors will be given an additional class using the curriculum and resources provided by the Center for Supportive Schools in exchange for these funds.
3. Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional expectations aligned with the Common Core Standards.
4. Organize school schedule to include common planning time for academic departments to meet on initiatives devoted to this goal. In these teacher teams, staff will examine student work to identify student progress with the identified skills from the monthly plan. During interdisciplinary Professional Learning Communities, staff will examine work that the entire group shares as students. During department grade level groups, staff will examine student work of those not yet meeting standards. This work is compiled in work folders to monitor their progress.

The monthly skills are as follows:

	September	October	November	December	January		February	March	April	May	June
SKILL by month-Writing	Begin with a fall term Diagnostic. Paragraph Summarize/ Paraphrase/ cite textual evidence.	Paragraph Analysis/ inference	What makes a good source? Integrate information from multiple sources.	Use technology to produce, publish and/or update shared or individual writing products.	Evaluate a speaker's or writer's point of view, reasoning and use of evidence.		Paragraph-Support a claim with evidence using proper citation format.	Multi-paragraph- Develop claims and counter-claims using proper citation format.	Use words, phrases and clauses to create cohesion between claims and counter-claims in a multi-para-graph essay. CCSS project in Academics.	Use digital media to enhance a presentation and add interest. Re-administer diagnostic.	formal oral presentation of claims and evidence.
	FALL TERM						SPRING TERM				
	Common Assessment	Diagnostic	paragraph by on at least one article	CCSS project (ELA, SS, Science) All others multi-source,multi-paragraph	November task continued	multi-paragraph/two or more sources	one paragraph/two sources	multi-paragraph/ multiple sources	CCSS project (ELA, CTE, SS, Science) All others multi-source,multi-paragraph	digital product connected to April task	formal oral presentation (debate, Socratic Seminar, etc...)
Focus Skill	Summarizing	Summarizing	Summarizing	Summarizing	Summarizing		Summarizing	Summarizing	Summarizing	Summarizing	Summarizing

Focus Skill	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing	Paraphrasing
Focus Skill		Drawing inference	Drawing inference	Drawing inference	Drawing inference	Drawing inference	Drawing inference	Drawing inference	Drawing inference	Drawing inference	Drawing inference
Focus Skill		MLA introduction	MLA Works Cited	MLA Works Cited	MLA Works Cited	MLA Works Cited and parenthetical citation					
Focus Skill			Types of sources	Types of sources	Types of sources	Types of sources	Evaluate validity of sources	Evaluate validity of sources	Evaluate validity of sources	Evaluate validity of sources	Evaluate validity of sources
Focus Skill			Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases	Use transitional words/phrases
Focus Skill				Use technology to revise or share writing	Use technology to revise or share writing	Use technology to revise or share writing	Use technology to revise or share writing	Use technology to revise or share writing	Use technology to revise or share writing	Use technology to enhance a presentation	Use technology to enhance a presentation
Focus Skill					Evaluate a writer's/speaker's point of view						
Focus Skill											Orally present an argument

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

1. Team of supervisors, teacher leaders and guidance staff meet with the Center for Supportive Schools to develop this plan
2. The center of this Peer Group Connection program is developing a class devoted to training peer leaders who will connect with the targeted ninth graders.
3. These teacher teams are executed across disciplines involving every supervisor, teacher and guidance counselor
4. Teachers in core academic department use the common planning time to share best practices and evaluate student work

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

1. Each month we will evaluate the progress of the Peer Group Connection with a meeting between the school's mentoring coordinator and Guidance Assistant Principal.
2. The findings will be reported back to the Principal and guidance / instructional Assistant Principals to make adjustments to this program
3. Student progress will be measured along a rubric that identifies students who have 'not yet' meets academic expectations and 'advanced' students and analyzed in these interdisciplinary teams
4. Student progress will be measured along a rubric that identifies students who have 'not yet' meets academic expectations and 'advanced' students and analyzed in these department teams

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

1. September 2014 – June 2015

2. September 2014 - June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. The school’s Mentoring Coordinator will receive compensatory time to organize the peer mentorship program with HSFI & the Center for Supportive Schools.
2. The school’s Assistant Principal who supervises programming organizes a class for the training of the peer mentors and schedules the targeted 9th graders in a core group of Spanish classes that the peer mentors push into
3. The ‘First Monday’ schedule allowing for this professional development time was done through a School Based Option approved by the UFT staff
4. The Assistant Principal who supervises programming sets the school schedule with these common preparation periods

Strategies to Increase Parental Involvement

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

The High School of Industries will keep parents and families informed and involved in the specific instructional strategies and activities connected to this goal through but not limited to: an Assistant Principal supervisory position devoted to parent engagement; a weekly parent newsletter; maintenance of a school website (besides the NYC Department of Education portal); use of the ‘School Messenger’ program to send phone calls, texts and emails and parental involvement in the decision-making entities established within the school (School Leadership Team, Parents Association, Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee). A significant portion of all this parent outreach will be devoted to educating parents about our monthly skill plan and the strategies the school is using to help students meet the Common Core Standards.

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	X	Title III		Set Aside	X	Grants
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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	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.

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.

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

1.

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

1.

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

1.

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

6.

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

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

	<ul style="list-style-type: none">·Periodic evaluations of special needs students and at-risk students and recommendations made to school social worker and guidance counselors as well as outside agencies, outpatient and in-patient facilities.·Weekly meetings with at-risk students.·Connecting with outside agencies for students with mandated counseling.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.
The High School of Fashion Industries has an excellent record of retaining highly qualified teachers which translates into consistency and stability for students. The school offers financial reimbursement as outlined by Title 1 guidelines for teachers who enrolled in educational programs to become highly qualified. The school will offer mentoring to all eligible teachers. Scientific research has shown that a school that implements 'Positive Behavior Interventions and Support' (PBIS), like the High School of Fashion Industries, has higher rates of staff retention than schools that do not follow this model. This is the school's fourth year with the PBIS model.

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).
<ul style="list-style-type: none"> • Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal and common professional development centered on the Common Core Standards. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional expectations aligned with the Common Core Standards. The monthly skills are monitored by teachers for students in each content area through the ongoing collection of student work in folders and notebooks along with the diagnostic test administered at the beginning and end of the school year. Individual students that are challenged by specific skill areas will identified in the Professional Learning Communities so teachers can share best practices for supporting these students including tutoring and differentiated grouping. Organize school schedule to include common planning time for academic departments to meet on developing best practices in alignment with the Common Core Standards.

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The team of supervisors and teacher leaders who analyzed the New York City Department of Education instructional expectations alongside the Common Core State Standards, who developed the school's 10 month skills plan, will be the core group that decides on the assessments that students are evaluated on. The supervisors and teacher team leaders will meet with the staff of their respective department and grade team to gain input on assessment creation and analysis. As per NY State Department of Education regulations teachers and supervisors were involved in the Measures of Student Learning decisions.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children

participating in the Title I program about the High School of Fashion Industries' Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- translate all critical school documents and provide interpretation during meetings and events as needed; and

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

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;

The High School of Fashion Industries will establish a committee to explore switching the Parents Association to a Parent-Teachers Association;

- encouraging more parents to become trained school volunteers on various school committees including the Positive Behavior Interventions and Support (Fashion Dollars) Committee; Academic & Career and Technical Education Committee; School Safety Committee; Advocating and Preparing for Post-Secondary Success (APPS) Committee
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 High School of Fashion Industries and our families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire High School of Fashion Industries staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.
- The High School of Fashion Industries Responsibilities:
Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
 - using academic learning time efficiently;
 - respecting cultural, racial and ethnic differences;
 - implementing a curriculum aligned to the Common Core State Standards;
 - offering high quality instruction in all content areas; and
 - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Support home-school relationships and improve communication by:
 - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
 - convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
 - providing, if necessary, funds for available transportation, child care or home visits for those parents who cannot attend a regular meeting;
 - respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
 - providing information related to The High School of Fashion Industries and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
 - involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
 - providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent High School of Fashion Industries information; and
 - ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Provide parents reasonable access to staff by:
 - Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
 - notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
 - arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
 - planning activities for parents during the school year (e.g., Open School Week);
- Provide general support to parents by:
 - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
 - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
 - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- Parent/Guardian Responsibilities:
 - monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
 - ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
 - check and assist my child in completing homework tasks, when necessary;
 - read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
 - set limits to the amount of time my child watches television or plays video games;
 - promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
 - encourage my child to follow school rules and regulations and discuss this Compact with my child; • volunteer in my child’s school or assist from my home as time permits;
 - participate, as appropriate, in the decisions relating to my child’s education.
- I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in The High School of Fashion Industries’ Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;
- Student Responsibilities:
 - attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully; and
 - always try my best to learn

2. .
DBN: 02M600

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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$910,294.11	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$8,902,592.00	X	See action plan

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 02	Borough Manhattan	School Number 600
School Name High School of Fashion Industries		

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 Daryl Blank	Assistant Principal Nancy Moore
Coach	Coach
ESL Teacher Jennifer Bohner/ESL	Guidance Counselor
Teacher/Subject Area Erica Thomas/ESL	Parent Greg Ayvas
Teacher/Subject Area	Parent Coordinator Danielle Silva, AP
Related Service Provider Grace How, AP	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	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	3	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)	1824	Total number of ELLs	46	ELLs as share of total student population (%)	2.52%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	2	2	2	8
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	24
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	28

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	6	1	0	12	1	5	28	0	19	46	

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	6	1	0	12	1	5	28	0	19	46
Number of ELLs who have an alternate placement paraprofessional: _____										

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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	15	5	4	43
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	21	15	6	4	46								

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	0	0	0	0
Intermediate(I)										5	2	3	3	13
Advanced (A)										16	12	4	1	33
Total	0	21	14	7	4	46								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	0	1	1
	A										6	7	1	3
	P										0	0	1	0
READING/ WRITING	B										0	0	0	0
	I										7	7	2	2
	A										13	7	3	2
	P										0	0	1	0

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	9		2	
Integrated Algebra	26		6	
Geometry	5		4	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	19		3	
Physics				
Global History and Geography	12		1	
US History and Government	5		0	
Foreign Language	5		5	
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.
We are a 9-12 high school. We assess each incoming 9th-grade ELLs results through ARIS. to look at middle school results for new students and Regents and transcript for current students. We assess student reading and writing at the beginning of each semester with a CCSS task and rubric. Teachers look at the data and student work in weekly focus groups to identify trends and discuss

strategies to target instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on NYSESLAT results it is clear that ELLs need the most help on Reading and Writing. These skills are emphasized in both the free-standing classrooms and the Title III after-school academy. We are bringing in additional reading resources to be able to better differentiate based on student interest. We support our Native Spanish-speakers by offering two levels on NLA Spanish to build reading and writing skills in Spanish through rigorous study of literature and research projects. We assess student reading and writing at the beginning of each semester with a CCSS task and rubric. Teachers look at the data and student work in weekly focus groups to identify trends and discuss strategies to target instruction. From this we determined that we need to use graphic organizers and a note-taking system (Cornell Notes) and teachers have focused on previewing Tier 2 vocabulary before reading. We also administer the Periodic Assessment that allows students to practice the NYSESLAT. Teachers use results to target instruction.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Teachers look at the data and student work in weekly focus groups to identify trends and discuss strategies to target instruction. From this we determined that we need to use graphic organizers and a note-taking system (Cornell Notes) and teachers have focused on previewing Tier 2 vocabulary before reading. Teachers across departments also meet once a month to look at target student work for ELLs and other struggling students specific to writing skills. These meetings inform instructional decisions for the coming month.
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?

A. The patterns across grades and proficiencies point to challenges for our ELLs in Reading/Writing based content-area Regents. Looking closely at the data, the reality is that the majority of ELLs after grade 9 are also SWDs. All our ELLs are given the option of testing in their Native Language. Last year, none wanted to. This year we will be reviewing students based on the new ELAND policy to be sure ELLs who are also SWD are being served in the setting.
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](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
This is the basis for all ESL instructional decisions. We work on developing not only formal reading and writing skills, but also Listening and Speaking skills through small group work, Socratic Seminar, teacher-modeled read-alouds, etc...
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate success in student progress on the NYSESLAT as well as credit accumulation and Regents pass rate. We did meet AYP for ELLs last year. Again the ELAND policy will be critical going forward.

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](#).)

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

2. 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.
Based on the information collected on the HLIS, the AP or ESL teacher administers the LAB-R if needed. If the student is determined to be an ELL, the AP, with the assistance of the Spanish-Bilingual Admissions AP arranges a meeting with the parent to explain the program choices. Once the term begins, the AP runs the Admit Report and LAB-R eligibility report weekly to identify any new admits. The AP of Language Arts is also responsible for reviewing the yearly NYSESLAT results and ensuring that students are programmed for the required minutes of instruction based on these results. If a student is identified as new to the system and requiring ESL service, the AP conducts the required parent orientation.
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 [\[see tool kit\]](#).)
The AP ESL sends out continued entitlement letters by the end of September. Based on LAB-R results, we haven't had to send out entitlement letters, but if needed the same AP would do this, follow-up with the parent and maintain records.
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.
In all cases where we've administered the LAB-R, the result was that the student was not entitled to ESL services. In any future situations where a tested student is eligible, the AP along with the Spanish-speaking Admissions AP (or a staff member who speaks the home language) would meet with the parent to explain and distribute the Parent Survey and Program Selection form. Because for the past three years, no student required services based on a LAB-R administered here, we do not have an observable trend.
5. 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.
We perform careful notification to eligible students and their families of the dates and time of the exam. This includes letters mailed home in Home Language, class announcements and flyers and reminder passes distributed to students. We begin testing as early as possible in the window of time and provide several make-up sessions if needed. As a result, we have been highly successful in testing all but long-term absent students.
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. 
We only offer the option of students eligible for ESL being placed in the freestanding ESL program. We will continue to build our program so that we can offer the choice. Where possible, we do program our Spanish-speaking ELLs in content courses (math, science and history) taught by Spanish-speaking teachers. Each year, for the past four years we have had between zero and four students eligible for the LAB-R and none so far this year with no Home Language code. When needed, the AP of Language Arts has conference in person or by phone with the parents to complete the survey. The same AP or ESL teacher administers the LAB-R.

Part V: ELL Programming

F. 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])?
 1. a. We have a freestanding, self-contained ESL model.
 - b. The classes are organized by grade with heterogeneous groupings of proficiency levels. One of the supplemental classes is heterogeneous by grades 10 -12.
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)?

The AP reviews the NYSESLAT results each year and communicates the programming needs to the programmer based on these results in compliance with the CR Part 154. We have a freestanding ESL model in compliance with CR Part 154 which includes double-block units of study five days a week (450 minutes/week) for most of our Intermediate students and a single-block of (225 minutes/week) or more for all of our Advanced students. We currently have no Beginning L Eeel students.

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.

The ESL Teachers are part of a joint department with the ELA teachers. The two ESL teachers hold ESL licenses; in addition, one holds an English license. They plan and attend professional development together and with the ELA Department as a whole. The curriculum for the ESL classes mirrors the content and the rigor of the Common Core-aligned ELA program. In the freestanding ESL classes, one period a day mirrors the curriculum of the corresponding ELA course. For example, a lesson may focus on a particular essay or research project, but the teachers scaffold the information to help the students build academic language. Teachers also emphasize spoken language skills by having students work cooperatively in groups and prepare oral presentations. In the second block period of freestanding ESL each day, the teachers emphasize skills that bridge to other academic subjects. For example, a teacher may plan a unit on reading and writing about issues relating to the study of the natural world or use other informational text.

In addition to these classes, through our Title III funding we have an ESL Academy after school run by an ESL teacher, a Spanish teacher and a bilingual Science teacher where students can get assistance with all their course work. We also offer a Spanish Native Language Academy run by a Spanish teacher where our Spanish-speaking ELLs can get academic support in Spanish.

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

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

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

4. ELLs are evaluated for support services and other needs by our guidance staff. We have both bilingual Chinese and Spanish personnel. 94% of our ELLs are Spanish-Speaking. As 9th graders, they are programmed in a Heritage Language of Native Language Spanish class to build their literacy skills in Spanish as well/

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

The ESL teachers use both formal and informal baseline, formative and summative assessment to determine student progress and target instruction. They maintain student work folders so that they and the students can gauge progress and growth.

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

b. A newcomer is buddied up in the classroom with a student who speaks the same language to help him or her make a comfortable transition to high school. All newcomers are placed in small self-contained ESL classes that meets twice a day. taught by licensed-ESL teachers. The ESL classrooms have classroom libraries to give students the opportunity to read independently in their own language. In addition, students are encourages to attend the twice a week ESL Academy After School and the once a week Native Language Academy.

c. All ELLs with 4-6 years are placed in small classes to receivesmall group and individualized assistance. In addition they can attend the after-school ESL Academy.

d. Approximately 60% of our ELLs are long-term. Most are Special Needs students with learning disabilities. We support these students by transitioning them from self-contained ESL classes to mixed ELA classes supported by a supplemental ESL program. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. This year, we will utilize the new ELAND policy to adjust the classification of ELLs with IEPs as needed.

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?

In addition to serving these students through the ESL program, there is content-specific tutoring available after-school and use of a computer lab. Also, testing is conducted in the student's native language and Spanish-speaking students receive counseling by a licensed bilingual Social Worker. Our bilingual ERSSA Social Worker also provides additional support. Once identified, these students are tracked from grades 9 through 12 and referred to available tutoring programs (in each subject area), before, during, and after school as well as the ESL Academy. Additional support is provided by a bilingual para-professional in subject area classes, and reference materials are also available in the student's native language.

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 support these students by transitioning them from self-contained ESL classes to mixed ELA classes supported by a supplemental ESL program. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. Starting last year, we have done more intensive preparation for the NYSESLAT. Some of our students are not good standardized test-takers. By familiarizing them with the construction of the test, this will reduced anxiety and help us get a better reading of their abilities. We will be looking carefully at each student through the ELAND policy to ensure proper placement based on a students disabilities.

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
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.



		Dual Language		
100%				
75%				
50%				
25%				
		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.				

G. 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.

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

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

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

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

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

We have not been effective enough in helping students who are both ELLs and SWD succeed in earning Regents diplomas. The ELAND policy will allow us the ensure the best placement for these students going forward.

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

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

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

N/A:

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

ELLs participate in a full range of Extra-Curricular Activities in addition to the ESL Academy

Club Name	Meeting Room	Meeting Day
Accessories Club	719	Thursday
Adopt A Student	Student Lounge, Library, 625	Wednesday
American Red Cross	906	Friday
Anti-Bullying	323	Tuesday
Charles Nolan Fashion Club	504	Wednesday
cheer gym		Wednesday
Chit Chat Club	501* Library	M-F
CoOp	625	Tuesday
Cosmetology	721	Tuesday
Dance Team	auditorium/10th floor gym/cafeteria	Tuesday, Wednesday, Thursday
DECA	625 or College Office	Tuesday
Fashion Forecasting Club	927	Tuesday
Fashion With A Purpose	621	Wednesday
FIT/Fashion illustration	744	Tuesday
French	323	Tuesday
Glee	323	Wednesday
HSFI Animal Welfare	227	Friday
HSFI Step Team	4th FL Cafeteria	Mon-Tues
I Mag	319	Wednesday
Knitting Club	219	Wednesday
Lincoln-Douglas Debate team	725	Monday
MOS	901	Monday
National Honor Society	Auditorium/925	Wednesday

PBIS	PBIS Store	Friday	
Photography Club		243	Tuesday
Publications	925/943		Tuesday, when on deadline more days throughout the week
RIF RAF Book Club		225	Wednesday
Skills USA	721		Thursday
Stylist Club	719		Tuesday
Tailoring Club	626		Tuesday

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We have several different instructional materials for our ELL students including: Spanish textbooks, glossaries, and handouts that are modified for ELL students. These materials are distributed at the teacher's discretion. We also have a laptop cart to allow students to use computers in class. We continue to expand this area.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
94% of our ELLs have a home language of Spanish. We offer them one year of both Native Language and Heritage Language Spanish classes. In these classes Spanish is used as a scaffold to build overall literacy skills. We also have Spanish bilingual teachers for these students in math and science as well as Spanish and Chinese bilingual guidance counselors. With Some of our Title III funds, we offer a Spanish Native Language Academy after-school where our Spanish-speaking ELLs can get homework help and literacy support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Students are programmed in self-contained ESL classes by grade. The curriculum mirrors the ELA curriculum of that same grade.
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.
The AP of Admissions holds an orientation for new students. Within ESL class in the first week, lessons are constructed to orient students to the school. During the year, students get individualized support during the ESL Academy.
18. What language electives are offered to ELLs?
None:
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)?

Paste response to questions here:

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

4. Staff training on strategies to support ELLs will be explored during our faculty conference time which occurs the first Monday of every month for 1.5 hours (total of 12 hours). We'll specifically focus on questioning and class discussion techniques and using assessment in instruction) through monthly faculty conferences.

I. 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?

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

2. We do use CBOs for workshops as well provide translations for ELL parents.
3. The Principal and his cabinet closely analyze the School Environment Survey to identify parent concerns.
4. The AP of Parent Involvement meets with the Parent Association to craft the agenda of monthly meetings to address parents' needs.

J. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daryl Blank	Principal		1/1/01
Nancy Moore	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jennifer Bohner	ESL Teacher		1/1/01
Greg Ayvas	Parent		1/1/01
Erica Thomas	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M600**

School Name: **The High of Fashion Industries**

Cluster: **94CL02**

Network: **94N206**

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.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: HS of Fashion Industries	DBN: 02M600
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 41
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: We have two after-school ESL programs.

One will be conducted by five teachers (two ESL, two Spanish/ESL one Science in process of completing requirements for bilingual license) It is open to all ELLs. Approximately 20 students attend a session on average. We will meet on Tuesday and Thursday from 3 – 4:45 PM for 30 weeks from October to June. Both current and former (2 year) ELLs are invited. We have a full range of books and materials in the Academy room to provide support in writing and reading, with a special emphasis on informational text. We specifically target instruction in the core subject of science and focus on helping ELLs build towards the new Common Core requirements across content areas. We will purchase a set Merriam-Webster's Advanced Learner's Dictionaries to use there. The AP of Language Arts is the supervisor in charge of this program.

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

Part C: Professional Development

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

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

Begin description here: Because 50% of our ELLs also have IEPs, we want to focus on using the strategies and research available on Response to Intervention (RTI) to best support our students. The two ESL teachers will meet once a month for one hour after school for seven months and view and discuss the videos provided by the DOE Educator Series to explore the following topics:

Part C: Professional Development

1. What are the Origins of RTI?
2. What are the purposes of RTI and what does it look like?
3. What are some different approaches to RTI, and what should we consider when implementing these approaches with ELLs
4. What issues/challenges should schools consider when implementing RTI with ELLs?
5. What should schools understand about bilingualism and the language acquisition process? What are some misconceptions about bilingualism?
6. Cognitive Demands Quadrant
7. Sequential Bilingual

Part D: Parental Engagement Activities

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

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

Begin description here: We will invite parents of all 41 current ELLs to come in and meet the two ESL teachers to explain the ESL program and offer assistance. These meetings will take place in January and March from approximately 3 - 5 PM on the same day as the scheduled Parent Association Meetings. The first meeting will focus on the road to college and financial aid, the second will deal with helping parents look at data (ARIS, transcripts...) to understand their children’s progress. As our students travel from all five boroughs to attend, it is challenging for parents to travel here. By scheduling on the same day as the PA meetings we hope to build parent engagement in the school while providing individualized support to the parents.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	_____	_____

Part E: Budget

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

Allocation Amount: \$0

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