Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**THE HIGH SCHOOL FOR ARTS AND BUSINESS**
DBN (*i.e. 01M001*):	**24Q550**
Principal:	**ANA ZAMBRANO-BURAKOV**
Principal Email:	**AZAMBRA@SCHOOLS.NYC.GOV**
Superintendent:	**JUAN MENDEZ**
Network Leader:	**NANCY DIMAGGIO**

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
Ana Zambrano-Burakov	*Principal or Designee	
Robert Welt	*UFT Chapter Leader or Designee	
Marius Titus	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Christian Castro and Cassandra Porto	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Stephen Goodman	Member/ Assistant Principal	
	Member/ Alternate Assistant Principal	
Nicole Pampalone	Member/ Teacher	
Catherine Tangredi	Member/ Teacher	
Maria Prego	Member/ Parent	
Gustavo Pena	Member/ Parent	
Marius Rock Titus	Member/ Parent	
Vanessa Bundza	Member/ Parent	
	Member/ Alternate Student Representative	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Math: By June, 2015, teachers will have aligned our Math Geometry Curriculum with the Common Core Learning Standards. We will measure the progress of the Geometry curriculum through formative assessments and student work products.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The current curriculum was in need of a collaborative upheaval due to the influx of the new Common Core Standards within Geometry. Past curriculum did not incorporate the mathematical practices necessary in our endeavor to be college and career ready.

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. Activity – Professional Development offered to Math teachers from the High School Math Institute for six monthly three hour meetings from Network Liaisons. 2. Activity – All Math teachers will be versed on the pedagogical shifts demanded by the common core standards. 3. Activity – All Math teachers will analyze the EngageNY.org website curriculum resources to aid in their lesson planning. 4. Activity – The Math Department will use the EngageNY.org resources to mold curriculums that are suitable for our school. 5. All eight mathematical practices will be discussed at Inquiry meetings and ongoing Professional Development within the Math department.
B. Key personnel and other resources used to implement each strategy/activity
1. Mr. James Brown, the CFN 2.02 Network Liaison, is available for implementation advisement 2. Assistant Principal of Math and Math Coach will direct analysis and implementation ideas. 3. Math teachers teaching the course in this present semester will turnkey the EngageNY.org resource for all math teachers in the department. AP of Math will conduct observations to ensure correct and viable implementation. 4. All the teachers in the math department will work on curriculum in Algebra, Geometry, Algebra II/Trigonometry, and Calculus. AP of Math will conduct observations to ensure correct and viable implementation. 5. AP of Math and Math Coach will lead professional development on how the learning practices may be implemented into everyday planning.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. "Self-Reflections" will be used after the Professional Development Event to ensure practicality of content to be placed into lesson planning and class content. 2. Making shift #4, "Deep Understanding," a benchmark tool for teachers before moving onto new topics in the math common core curriculum. 3. Cross reference effective lesson plans from the Association of Math Assistant Principals (AMAPS,) National Council of Mathematics Teachers (N.C.T.M.) and other reliable sources within the math department. The AP Math also collaborates lessons with AMAPS. 4. The Math Department will assess what we already have as curriculum within geometry, implement curriculum provided by EngageNY.org, and then test for benchmark parameters for effectiveness. Use mid-assessments and formative assessments for every module 100% of the time to test for effectiveness within curriculum development. 5. Math teachers will incorporate mathematical practices by number in their lesson plans 100% of the time linking common core standards within geometry.
D. Timeline for implementation and completion including start and end dates
1. The six dates for professional development are: October 7 and December 2, 2014 and January 13, March 10, April 21 and May 12, 2015. 2. Four times a month during Inquiry, every Wednesday for 40 minutes. 3. Three hours every month from September, 2014 to June, 2015 during M.o.S.L designated training 4. Three hours every month from September, 2014 to June, 2015 during M.o.S.L. designated training 5. Four times a month during Inquiry every Wednesday for 40 minutes.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. One coverage for Math AP class and two coverages for math coach classes. 2. No cost associated with this activity. This takes part on Wednesday afternoons during inquiry process. 3. No cost associated, but Circular 6 assignment will be forfeited for this activity as teachers report to professional development for the day. 4. No cost associated, but Circular 6 assignment will be forfeited for this activity as teachers report to professional development for the day. 5. No cost associated with this activity. Teachers plan lesson plans on their own and/or collaboratively.

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 Assistant Principal of Math will give frequent presentations during the school year to the Parent Teacher Association regarding curriculum updates in mathematics. The math coach, who is bilingual in Spanish, will talk to parents about the changes that are occurring within the mathematics curriculum at open houses, parent teacher conferences, and outreach organizations within our community. The Assistant Principal of Math will also closely update the parent coordinator with changes in the mathematics curriculum on a monthly basis.

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
English Language Arts: By June, 2015, teachers will refine all English Language Arts curriculum and assessments. This goal will be measured through formative assessments and the June 2015 ELA Common Core item analysis.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In reviewing the Item Analysis from the Common Core ELA from June 2014, we have identified strengths, weakness and benchmarks that are necessary for students to succeed on the new Common Core ELA. We will implement these findings into our curriculum and assessments

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. All teachers will create argumentative and text based analysis and response tasks aligned with the Common Core Standards. 2. All ELA teachers will analyze the EngageNY.org website curricular resources and implement modules from the 9th grade and 10th grade ENGAGE NY curriculum. 3. Assistant Principal of English will review implementations of all units and modify as needed.
B. Key personnel and other resources used to implement each strategy/activity
1. ELA and ESL teachers will work with AP English during common prep time discussing the units and increase the coherence and rigor of planning and instruction. 2. Generation Ready consultant and Assistant Principal will work with ELA and ELL teachers by providing resources and analyzing curriculum and modules on EngageNY. 3. Assistant Principal will provide feedback to teachers in writing and assisting with modifications.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will increase the coherence and rigor of assessment tasks that are aligned with the Common Core Learning Standards and review student work. 2. Teachers will collect data about student performance and evaluate student progress in order to evaluate the effectiveness of their lessons. 3. Teachers will then assess student progress via formative and summative assessment in the units and modify units accordingly.
D. Timeline for implementation and completion including start and end dates
1. Beginning September, 2014 and ending in December, 2014. 2. Beginning September, 2014and ending in June, 2015. 3. Beginning September, 2014 and ending in June, 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 8 teachers x 3 sessions four times a month. 2. 6 ELA teachers and 2 ESL teachers will work with the Assistant Principal and Generation Ready Consultant for a minimum of three hours each month. 3. Assistant Principal will individually conference with 8 ELA/ESL teachers for a minimum of once a month.

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 Assistant Principal of English, who is bilingual, will to present to parents information regarding her understanding of the ELA Common Core Curriculum and of ESL services. These presentations will take place via PTA conferences, open houses and parent community events. The ELA Department will not work closely with the parent coordinator so that parent needs are addressed

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**		**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2015, all teachers will have participated in professional development in order to incorporate multiple entry points in their planning. We will measure the progress of this goal via the ADVANCE observations.

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 2013-2014 Principal Performance Observation recommendation, we will refine teaching practices to ensure that teachers strategically provide multiple entry points so that lessons challenge all students in their learning and result in producing meaningful work products.

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. Teachers will participate in professional development via shortened schedule on Wednesdays. 2. During Common Planning time, teacher teams will view instructional videos and analyze their low inference data using the Danielson rubric. 3. Professional Development will be conducted by Assistant Principal of Supervision in content areas, Teacher Leaders, administration, network support and Generation Ready Consultants. 4. Teachers will participate in peer observations in order to refine and strengthen teacher practice
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principal of Supervision in content areas, Teacher Leaders, administration, network support and Generation Ready Consultants will lead training. 2. Administrators will train teacher leaders to facilitate peer discussion groups in order to build capacity.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher understanding of multiple entry points will be evaluated through observations, instructional artifacts and student performance. 2. Administrators will obtain teacher feedback in order to identify additional training for teachers. 3. Administrators will differentiate learning opportunities as part of their next steps for teachers based on observations and post-observation conferences.
D. Timeline for implementation and completion including start and end dates
1. Beginning September, 2014 and ending June, 2015. 2. Beginning September, 2014 and ending June, 2015. 3. Beginning September, 2014 and ending June, 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. 47 teachers will utilize the shortened day schedule twice a month for 45 minutes. 2. 47 teachers will utilize C-6 assignments twice a month. 3. MoSL training will be conducted 3 hours a month x 12 months.

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).
Parents are informed about MoSL updates through information sessions in School Leadership team meetings. Our Assistant Principals present MoSL requirements at PTA meetings and parent workshops.

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

Goal and Action Plan #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.
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
1.
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**
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
1.
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**
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	Incoming 9th grade students who scored at levels 1 or 2 on their 8th grade ELA Assessment receive an additional ELA period of instruction. During the second period, students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress. Students who failed the New York State Regents Examination in ELA receive individualized tutoring based on their English Regents Item Analysis. Students receive additional support in ELA through Castle Learning and Method Test Prep. Students reading strategies. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic assessment tools assist the teacher in gauging the progress being made by his/her students and students' readiness to move onto higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented. **Circular 6R Tutoring** is delivered daily during a professional period by various teachers throughout the day. **Summer School** students are identified by their failure to meet course requirements. These students have the opportunity to recover credits and retake the ELA Regents in August. At-risk students are identified by the use of Cohort Data.	Students in double period ELA classes are given support through small group instruction. Students who have failed the New York State Regents Examination in ELA receive support through small group instruction. ELL students receive additional support in ELA one-to-one via computer based instruction. **Circular 6R Tutoring** is delivered to small groups of no more than 10 students.	Services are provided during the school day with additional support after school and on Saturdays. **Circular 6R Tutoring** is delivered during the school day.

Mathematics	Students receive additional classes in the respective disciplines of Integrated Algebra, Geometry, and Algebra2/Trigonometry after failing the NYS Regents Exam in any one of these subjects. Our math inquiry group focuses on maximizing techniques to ensure success for all students in a collaborative fashion. **Summer School** – Students are identified by failure to meet course standards; there is an opportunity for students to make up credits; reduced student- teacher ratio enables small group and individualized instruction based on assessed needs; afford identified students the opportunity to re-take Regents exams and the at-risk students identified by cohort data. **Saturday Regents Tutoring Program** **Circular 6R Tutoring** – delivered to individual students or groups of 6-10 students. Students are given a diagnostic assessment and Item Analysis is created. This leads to targeted tutoring, individualized, according to student data.	Our method of delivery is extensive. We offer small group instruction through teacher professional assignments (mostly one to one,) Saturday Regents tutoring classes (small group) and peer tutoring in the student center (one-to-one.) **Circular 6R Tutoring** is delivered by the teacher during a professional assignment.	Small group instruction is held during the day and Regents tutoring occurs on Saturdays. Our Peer Tutoring Program occurs during the day and after school.
Science	**Circular 6R Tutoring** is delivered to individual students or groups of three to six students in need of extra help or assistance in the content/subject areas during the teacher's professional period according to Circular R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability.) **Make-up Lab** – is delivered during the school day, one day per week for Living Environment and Chemistry courses. **Extended Day** – is delivered on a selected after-school schedule and includes a course of study in the Sciences via traditional and computer assisted instruction. **For Students in Living Environment and Chemistry –** students are given support via strategies in vocabulary, writing and reading interventions in the sciences to increase positive student outcomes on NYS science assessments.	**Circular 6R Tutoring** is delivered to small groups of no more than 10 students. **Make-up Lab** – is delivered through whole group instruction. **Living Environment Exam Prep** – Students who have failed the New York State Regents Examination in Living Environment receive support through whole group and small group instruction. **Extended Day** – Delivered via whole group, small group and one-to-one instruction. **Summer School** – Delivered via whole group, small group and individualized instruction. **Saturday Regents Tutoring Program for students in Living Environment and Chemistry** – Delivered via whole group, small group and one-to-one instruction.	**Circular 6R Tutoring** is delivered during the school day. **Make-up Lab** delivered during the school day. **Living Environment Exam Prep** – Services are provided during the school day with additional support after school and on Saturdays. **Extended Day** – Services are provided after the school day, **Summer School** – delivered during the day.

Social Studies	Students are given support through tutoring during professional periods (Circular 6 assignments.) Students are also given support through an academic intervention team and all students that are scheduled to receive standardized testing are given a personalized education plan. This plan allows the student to set goals and benchmarks for themselves and receive skill and content development for the regents. Student progress is also assessed through formative, interim and summative assessments which enable educators to develop a prescriptive support plan for each individual student. **Circular 6 Tutoring** - Delivered to individual students or groups of three to six students in need of extra help or assistance in the content/subject areas during the teacher's professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability.) Students are supported with supplemental supports through the blended on-line learning experience. Students use APEX, AVENTA and other I- Team Programs along with in-class instruction for Global History and Geography, United States History & Government, Participation in Government and the Principals of Economics.	Small group instruction, one-to-one tutoring, purposeful grouping, pull out and push in models. **Circular 6R Tutoring** is delivered to small groups of no more than 10 students.	Before the school day, during the school day, after school and on Saturdays. **Circular 6R Tutoring** is delivered during the school day.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	**Guidance Department** Coordination of after-school tutoring performed by various departments. Summer school referrals, daily attendance calls and Daedalus phone log entries, Group Guidance lessons, Pupil Personnel Team, meetings, guidance conferences, parent/student conferences, teacher conferences, attendance meetings, dean's referrals for guidance outreach, review and monitoring of cohort data, referrals of outside agencies, PM School Program, APEX/Aventa Credit Recovery Program, Student assemblies increased support services to specific target groups including Ells, Economically disadvantaged, Black, Hispanic and ISS. Use of ARIS to identify target groups and	**Guidance Department** – Services provided as whole group, small group and one-to-one.	**Guidance Department** – Services provided delivered during the school day.

	monitor and track data. **School Psychologist, Social Worker, Related Service Providers, etc.** Manage and complete Triennials including Educational Planning, Committee meetings with outreach to students, parents and staff. As needed, reopening, updating and evaluating student cases through the Annual Review Process. As needed, management of the MDR process and the creation of a Behavioral Intervention Plan for each student. Participation and consultation with PPT including general education guidance counselors, social workers and teaching staff.		

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school leaders actively engage in conversations with CUNY as well as private universities such as Hofstra and NYU. These partnerships take place during the school year where students are taking education courses, observe our classes and are also part of student teaching and the new State requirement "ICE" Program. This interaction helps us identify highly qualified candidates and recruit them for future positions. Some of these candidates are hired as Substitutes and others to permanent positions. We also identify vacancies in Open Market and conduct thorough interviews as well as classroom demonstrations where a team of administrators, teachers and students are able to observe and are able to provide feedback to the Principal regarding the candidates. All ATRs assigned to our school are interviewed when vacancies are available. We also review all teacher's licenses and work with our Program Office so that they teach utilizing proper licenses. We provide professional development utilizing Title I funds as well as other ESL Bilingual grants. In order to support and continue to develop our highly qualified teachers, we provide individualized professional development utilizing services from Generation Ready Consultants. Our Cabinet discusses strengths and weaknesses of teachers and creates a yearly PD plan designed to address areas of need Generation Ready Consultants provides support to teachers in the areas of alignment of common core standards, curriculum maps and development of teacher effectiveness and with the instructional expectations for the year. We are also currently working with our Network and are training our Administrators to utilize the Danielson rubric as a professional development and evaluation tool.

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).
We have MoSL training bi-monthly along with Circular 6 and modified scheduled meetings with staff and administration. We also have Danielson Training and instructional support plans through the network and Generation Ready Consultants. The Principal and Assistant Principals have attended several network and cluster support meetings to enhance high quality instruction for all students and staff.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal funding is used to support a variety of student services. Allocations are used to support Academic programs and educational support services, including per session tutoring after school and on Saturday for Regents prep and AIS. Students in temporary housing receive basic emergency supplies such as books, school supplies, physical education uniforms as well as counseling services. Funding is also used to provide violence, substance abuse, and bullying prevention workshops for students. Funding is allocated to provide professional development to teachers and administrators to improve pedagogy and student outcomes. Federal allocations also support and promote parent involvement and instructional programs for parents as well as resources to keep parents informed of student progress. • parent workshops topics 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 in order 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;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
    - Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
    - encouraging more parents to become trained school volunteers;
    - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
    - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
    - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 24Q550

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 codes[1]. 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$396,675.18	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	$12,244.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$4,455,386.00	X	See action plan

[1]Explanation/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.

[2]The **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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
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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 for Arts and Business	DBN: 24Q550
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☒9 ☒10 ☒11 ☒12

Part B: Direct Instruction Supplemental Program Information
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 5
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Saturday Academy, which will be conducted from November to May, consists of four bilingual/ESL classes in content areas for a maximum of 20 students per class, for fourteen 3-hour Saturday sessions (9:00 am-12:00 pm). Each will be taught by one teacher for a total of four teachers. Classes that are offered include Math, ELA, Living Environment, and Global History and Geography and the classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. Students who need additional support in ELA are divided into two groups: Beginner/Low Intermediate and High Intermediate/Advanced. Students in the first group are provided with resources and support for their language acquisition and writing skills. Students in the latter group are provided with resources and support that they will need in order to acquire the skills necessary to be successful on the ELA exam. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and living environment, with a preference given to the very same classroom teachers of these students. Teachers placed in content area classes have bilingual extensions. Our Saturday Academy is a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve success on State examinations, at a rate on par with their English proficient peers. The After School Program will focus on Math and English. Each subject area will meet twice a week and will target students who have not yet met the requirement and passed the required Regents Exam in that subject area. The classes have targeted approximately 15 students who meet this criteria for each of the subject areas and students will receive academic intervention in order to succeed in their deficiencies. There are two certified teachers, one ESL and one Bilingual Math, who will offer the academic intervention for these students. There will be two groups categorized by content area. Our After School program will take place immediately after the students end their day (periods 9 and 10) and will meet twice a week for English and twice a week for Math. Sessions will be two hours long depending on student needs. Sessions will begin in November and conclude in June. The textbooks and materials for use in this ELL Saturday Academy and the After School Program focus on materials such as ESL workbooks from Perfection Learning, Global Studies and Living Environment materials from Prentice Hall and supplemental Spanish Language materials for the Integrated Algebra courses. Teachers involved also continue to participate in professional development. In order to support instruction in the classroom and our supplementary instructional programs (Saturday, After-School,) we will also be utilizing EMPOWER 3000 in the Spring semester. EMPOWER 3000, which will be purchased with grant funds is a web based software that differentiates instruction for students in

Part B: Direct Instruction Supplemental Program Information

reading. It also allows for quicker feedback for the student. We also plan on using Castle Learning, an online program that will supplement the content areas, during their time in the Saturday Academy and After School Program. Our school has also purchased Method Test Prep as a resource to help students with PSAT and SAT preparation.

In order to supplement direct instruction teachers will enhance the curriculum through cultural activities. Teachers will take students to Ellis Island to enhance their "Idenitity: The Immigrant Experience" curriculum unit. Students already research a "virtual" online Ellis Island as part of this unit. Visiting the actual Ellis Island, will supplement this unit. In order to reinforce native language skills, students can attend a Repertorio Espanol theatre presentation that follows what they have read in class, either "La Casa de Bernarda Alba" or la "Gringa". In this way, students can explore the genre of theatre. As an alternative, ESL students can also explore the genre of theatre in English through the Manhattan Theatre Club or The American Place Theatre. Theatre experiences increases student understanding and helps students make interdisciplinary connections in the area of history and culture and provides students with multiple opportunities to critically think and write as they explore the theatre genre.

Part C: Professional Development

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

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

Begin description here: Teachers will receive professional development that will help them to support students language development. This year, our workshops for teachers will continue focus on the Common Core Standards and creating units and lessons that will allow students to access the material through multiple points of entry. Teachers will also create various types of assessments in order to identify the gaps and to scaffold and help students to reach success on the Common Core standards. Teachers will also create protocols for measuring growth. ESL and Content Area bilingual teachers (4 in total, 2 ESL, 1 Math, 1 Science) will attend 3 one hour professional development sessions after school. Our school uses Title 1 funds for our Professional Development which include workshops and one on one professional development with our Generation Ready consultant. (Our Generation Ready consultant is scheduled to have 10 days with teachers school wide this year paid by Title 1). The Generation Ready consultant will be focusing on Measures of Teacher Practice and Measures of Student Learning. We will use Title 3 funds for per-session so that teachers may attend the 3 one hour workshops after school. These workshops will supplement the Inquiry/Professional work that teachers are engaged in weekly. The titles of the these workshops include: (1) Understanding and using text-dependent questions in our units in order to address the Common Core Literacy Shifts and engage students in accessing complex texts. (2) Close reading strategies of ELL students (3) Strategies for teaching vocabulary to ELLs. Focus on Shift #6- Academic Vocabulary.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Our parents will be involved through TITLE III through our Saturday ESL Academy for parents. This is a continous class in which topics will include: citizenship skills, supporting parents in order to obtain English proficiency and Technology skills. Workshops on the use of technology will include word processing with a focus on resume writing and e-mail. Parent orientation topics such as: Preparing your child for the college process will also be conducted in these classes. Classes will meet for three hours on Saturdays for a total of twelve sessions. Classes will begin in December and will conclude in June. Our parent classes wil be conducted by our ESL licensed teacher/LAB Besis coordinator, Mary Hidalgo. Our parent coordinator, Ms. Cira Herrera will also offer workshops that will focus on assisting parents in helping their children succeed in High School and College.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 24	Borough Queens	School Number 550
School Name The High School for Arts and Business		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Ms. Ana Zambrano-Burakov	Assistant Principal Evelyn Acosta
Coach Mercedes Cocco	Coach type here
ESL Teacher Mary Hidalgo	Guidance Counselor Marina Reynoso
Teacher/Subject Area Claudia Velarde	Parent Joyce Maciocia
Teacher/Subject Area Claudia Feltenstein	Parent Coordinator Ms. Cira Herrera
Related Service Provider	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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	893	Total number of ELLs	117	ELLs as share of total student population (%)	13.10%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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%)										3	11	7	6	**27**
Dual Language (50%:50%)														**0**
Freestanding ESL														
self-contained										3	7	2	1	**13**
SELECT ONE														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**	**18**	**9**	**7**	**40**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	**Newcomers (ELLs receiving service 0-3 years)**	28	**ELL Students with Disabilities**	27
SIFE	13	**ELLs receiving service 4-6 years**	43	**Long-Term (completed 6+ years)**	46

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	13	2	1	12	2	1	4	3	1	29
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	0	1	31	4	5	42	2	18	88

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	28	2	2	43	6	6	46	5	19	117
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	7	10	1	28
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	10	7	10	1	28

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										32	24	14	6	**76**
Chinese										2	3	1	1	**7**
Russian														**0**
Bengali												1	1	**2**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi											1			**1**
Polish														**0**
Albanian														**0**
Other										1	1	1		**3**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**35**	**29**	**17**	**8**	**89**

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)										8	2	1	0	**11**
Intermediate(I)										8	11	11	2	**32**
Advanced (A)										29	23	15	7	**74**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**45**	**36**	**27**	**9**	**117**

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										8	11	11	2
	A										28	23	15	7
	P										19	12	9	5
READING/ WRITING	B										8	2	1	0
	I										8	11	11	2
	A										28	23	15	7
	P										19	12	9	5

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	81		24	
Integrated Algebra	133	6	54	1
Geometry	72	4	6	0
Algebra 2/Trigonometry	14	0	2	0
Math _____				
Biology				
Chemistry	30	1	5	0
Earth Science	7	1	2	0
Living Environment	155	5	46	1
Physics	1	0	0	0
Global History and	60	2	59	2
Geography				
US History and	29	0	28	0
Foreign Language	37		37	
Government				
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)	4	4	3	7				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   In reviewing our NYSESLAT 2013 data, the data shows that we have in our 9th grade, 23 Advanced, 7 Intermediate and 7

Beginners. In the 10th grade, we have 22 Advanced, 11 Intermediate, 2 beginners. In the 11th grade, 15 Advanced, 9 Intermediate, 1 Beginner and in the 12th grade, 7 Advanced and 2 Intermediate. We found that although 63% our ELLS are advanced, 72% of our total ELLs need more support in Writing. In reviewing the data broken down by grade level, we found that 59% of 9th graders, 69% of tenth graders, 92% of eleventh graders and 78% of twelfth graders need the additional support for writing. Because we have found that writing is the weakest skill according to our trends analysis, we cover all the modalities but make a greater push toward writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

Our ESL students are currently meeting effective the effective Annual Measurable Objectives in English and Math. We have noted that in the 2012-2013 school year there was a significant decline in students passing the English Regents. In analyzing our data, 29% of the student passed the English Regents. We have determined that we need to focus on writing. ESL students can use EMPOWER 3000 to develop writing responses through prompts. Students will actively engage in the writing process by giving them the opportunity to write in a variety of non-fiction genres. Students will engage in the process by responding through prompts and receiving targeted feedback and allowing students to reflect on the writing process and engage in a variety of activities such as free-writes, think-pair-share, graphic organizers. Students will use the media center during the school day in order to further enhance their writing skills through technology.

4. 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?

4. Students taking Regents Exams in content areas are provided the exams in both English and their native language. Students then choose which language they would prefer to take the exam in. After analyzing the Regents results in Comprehensive English, Living Environment, Global History and Geography and US History and Government, we have great success in Global History and US History. 98% of our ELLs passed the Global History Regents, and 96% of the ELLs passed US History. In analyzing our data for several years, we have found that students faired better when taking the exam in English. We also find that an overwhelming majority of students prefer to take the exam in English but use the native language exam as a reference.

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

5. 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?

Second Language development is considered in all instructional decisions ranging from, programming to academic intervention programs for ESL students and targeted instructional strategies in the classroom. These instructional decisions are designed to provide differentiation according to language proficiency in the different modalities in both the content areas and the English Language Arts classroom. In order to make these instructional decisions we review reports such as the RLAT, the RNMR and the HLIS.

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 the success of our programs using cohort data, graduation trackers, item analysis on Regents exams, credit accumulation data and attendance data. Our ESL program has been successful as evidenced in the progress made on student regents exams, credit

accumulation and graduation rate of our ELLs. Because we are constantly reviewing and evaluating the effectiveness of our programs, we have been successful in moving our ELLs forward and supporting them as they make progress. According to our state measures, we have met AYP for the past several years including for our sub-group of ELLs.

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.)
   We identify and place our students according using the following process:

   1) All newly admitted students will be referred to the LAB/BESIS coordinator for eligibility screening.
   2) LAB/BESIS coordinator and certified ESL teacher, Ms. Mary Hidalgo, will assist the parents to complete the HLIS. An oral interview will be conducted in English/ native language at the time of completing the HLIS. In addition to the HLIS, the student will be given an informal oral interview which is administered by the LAB/BESIS coordinator or other certified ESL teacher. In addition, an informal oral and written evaluation will be administered by a certified Spanish teacher to determine level of proficiency in student's native language. Translators will be available or the Department of Education translation services will be utilized. If a newly arrived student is eligible for LAB-R testing, the LAB/BESIS coordinator will conduct an individual parent orientation to inform them of their parental options. The video presentation will be given in their home language and they will be given assistance to complete the form as needed. They are given the opportunity to ask questions with the assistance of translators. We encourage parents to complete the form as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation. The pedagogues responsible for the screening include our bilingual (Spanish/English) Parent Coordinator, Guidance Counselor, LAB/BESIS Coordinator/certified ESL teacher, as well as a certified Spanish teacher.
   3) The student will be scheduled for the LAB-R test within the ten school days and in the interim the student will be placed in an age-appropriate class until the LAB-R hand scores are known.
   4) Student will be placed in an appropriate ESL class once the LAB-R scores are known based upon parental selection.
   5) If the student is known to the NYC Department of Education, the LAB/BESIS coordinator will check the student's exam records to verify the student's entitlement status and NYSESLAT scores.
   6) If the student is entitled, the LAB/BESIS coordinator will contact the parents to inform them of the results of the LAB-R and to verify their parent selection. The entitlement letter is given to the student and mailed out as well.
   7) The student will be given a placement test and placed in an appropriate ESL based on his/her NYSESLAT/LAB-R score, placement test and age. This determination will be made by the A.P. of ESL.
   8) If the student's native language is Spanish, the Spanish Lab will be administered by our NLA certified teacher, Maria Chacon. who speaks Spanish Based on the LAB score and an interview, student will be programmed for the appropriate level of NLA.

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.
   In addition to the protocol established above, we also have an additional ELL Parent Orientation in September for all our incoming ELLs from junior high school during freshman orientation. Parents are welcomed by the administration as well as the ESL coordinator, Mary Hidalgo to the school. Graduation requirements are discussed and they have a chance to watch the parental selection video and ask questions about the programs available at our school. Information about NYSESLAT is also provided. In addition, parents will fill out a parent selection form to verify their selection for the upcoming academic year. Students are programmed according to the parent selection letter completed during orientation. Ms. Mary Hidalgo, our ESL coordinator and licensed ESL teacher and our Assistant Principal, Evelyn Acosta, Supervior of ESL conduct parent outreach in order to ensure that parents have had the opportunity to discuss program choices.

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].)

Ms. Hidalgo, our ESL coordinator runs the RLAT, RNMR and other ATS reports in order to determine who is entitled. Parents normally complete the Parent Survey and Program Selection Forms during the initial interview conducted by Ms. Hidalgo, ESL coordinator. Interviews are ongoing throughout the school year. Entitlement letters are sent home and collected by Ms. Hidalgo via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and mantained in our Title 3 binder with a checklist of who has completed and what is still outstanding.

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.

Newcomers are carefully assessed and placed according to our admissions policy into appropriate levels of ESL taught by licensed ESL teachers. Newcomers who are placed in beginner classes receive three-periods of instruction per day and support from professionals who understand their need for visual and kinesthetic approaches in a communication-based classroom. Through Title III and other appropriate funding sources, newcomers are encouraged to attend daily tutoring and Saturday Academy. Parents are informed of programs and classes during the Parent Orientation and during follow-up contact in person or via-telephone. In addition, every spring, Assistant Principals of Guidance and ESL, NLA teacher, ESL teacher, a Special Education teacher and guidance counselors will visit all of our major feeder schools to meet the incoming ELLs. We administer a placement exam to tentatively program all incoming students. The feeder school will provide us information about parent selection as well as any other critical information needed to enable the students to have a successful transition into high school. These tentative programs are reevaluated once the NYSESLAT results are posted in September. Program changes are submitted to the guidance counselors by the ESL coordinator and AP of ESL in September based on the NYSESLAT scores. The ELPC screen in ATS is updated within 20 days. Once placement is determined, placement letters are sent out in order to notify parents. For students who are continuing, continued entitlement letters are also sent out. These letters can be found in our Title 3 binder. The Title 3 binder is mantained in our ESL Lab/BESIS office by our coordinator, Mary Hidalgo under the supervision of the Assistant Principal of ESL, Evelyn Acosta.

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.

As a team, the Assistant Principal of ESL Evelyn Acosta, Lab/Besis Coordinator, Mary Hidalgo and ESL teacher, Claudia Feltenstein, we ensure that all ELLs receive the NYSESLAT annually using the following protocols:

1. All students that are eligible are identified through ATS and HSST reports such as the BESIS, RESI, RNMR and RLAT reports
2. Logistics are created departmentally. (These included dates for each of the Speaking sections, periods and times that teachers will test)
3. Make-up dates are also scheduled.
4. Parents are informed about the dates via letters home, Phone master and during school events such as PTA meeting or Open School Night.
5. Once the exams are given on the dates established. The team together with the guidance counselors and Cira Herrera, the parent coordinator will make outreach to the students and their parents via phone calls and letters to ensure that students attend make-up sessions.
6. If students are still missing any of the components after the make-up sessions, the LAB/BESIS coordinator will individually administer that component to the student to ensure compliance.

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

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.

Our Transitional Bilingual Instructional Program consists of 28 students, while 89 students have been placed in our Freestanding English as a Second Language Instruction. In the past year, more parents have opted for the Freestanding English as a Second Language versus our Transitional Instructional Program. According to the BESIS survey in 2009-2010 38% of students opted for Bilingual while 62% opted for ESL only. In the 2010-2011 school year, 71% opted for ESL only and 29% opted for bilingual. In both the 2011-2012 and the 2012-2013 school year, 73% opted for ESL only while 27% opted for Bilingual. Our programs are aligned to parental options and are directly tied into programming decisions such as number of bilingual sections offered in content areas. Although this year, more parents opted for ESL only classes, we continue to support these students, as our ESL teachers collaborate with content area teachers in order to support what the students are doing in the content area classes. The programs in our school are aligned with Parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Under Part 154, our students receive the requisite number of periods in ESL classes. Our ESL classes are departmentalized. To serve our students optimally, the creation of consecutive class periods is programmed into the school's matrix to assist ELLs in meeting and exceeding standards, including passing the English Regents at Mastery level of 3 or 4. Students scoring below 65 are programmed into double-period classes, which provide students with more time-on-task. Furthermore, ELLs at proficiency levels 1 and 2 will participate in a triple-period ESL skills block. All entitled students receive three periods of ESL instruction per day at the beginning levels and two periods per day at the intermediate levels. Students at the advanced level receive one period of ESL instruction and one period of English instruction. Students are grouped by proficiency level first, then grouped by grade level. Students' cohort is also taken into consideration when placing a student who is a junior or senior. Beginning and intermediate who are juniors and seniors are given additional support so that they can acquire the skills needed to pass the Regents exams.

2. 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)?

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

3. 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.

Our bilingual program in the content area consists of bilingual classes in science, social studies and math. Supplementary materials

such as workbooks, glossaries, maps and other types of scaffolding are provided for the students. ESL and bilingual content teachers conference in order to identify successful strategies for students. ESL teachers provide additional support in the classroom through vocabulary building in the content areas and through the use non-informational readings. These methods are aligned with the Common Core Learning Standards as they address the need for non-information texts. Bilingual content area teachers receive ongoing support and guidance to successfully integrate bilingual/ESL strategies into their lessons, moving students toward proficiency in the target language. At the beginning of each term, classroom teachers review NYSESLAT results and design instruction according to language needs. For beginners, 60% native language and 40% English, for intermediate, 50% native language and 50% English, for advanced 60% English and 40% native language, with the English increasing throughout the semester.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
During the admissions and articulation process, students are given a placement exam. They are then interviewed by Ms. Chacon, our lead Spanish Teacher. After students are assess, they are placed at the correct level of Native Language Arts. Native Language Arts teachers use the ELE and the Spanish LOTE in order to appropriately evaluate students in their native language throughout the year. Formative and Summative assessments by the classroom teacher are also utlized.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We utlize the ELL Periodic Assessments given at the beginning of the year to assess ESL students along with In-House Interim assessments that focus on the different modalities once per marking period. that will help us to predict success on the NYSESLAT and on the English Regents for students who will be taking them. In addition, teachers evaluate students using formative assessments in the classrooom.
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).

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

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

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

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

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

E. Former ELLs are invited to continue to participate in the same activities that they were a part of while ESL students. These include, Saturday and After-School Academic intervention, trips to Repertorio Espanol and College For Every Student activities. In addition, test accomodation are provided for former ELLs for two years after they test out.

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?
   Teachers utilize scaffolding strategies such as graphic organizers, resources such as supplemental texts, adapted texts, study guides, gallery walks and multi-sensory experiences. Teachers are also aware of students' IEP goals in order to help them develop a plan for achieving this goal. Teachers use materials that emphasize vocabulary in order to accelerate English Language acqusition. Teachers also use EMPOWER 3000 a targeted intervention program that provides students with an opportunity to read non-information articles and advance their reading levels. Our ESL coordinator, Mary Hidalgo and Assistant Principal of ESL, Evelyn Acosta meet regularly with our IEP coordinator, Mary Ferrante in order to ensure that Special Education ELL students are receiving programs that contain the appropriate services required by their IEP and are in compliance with CR-Part 154. Student's IEP's are regularly reviewed and parties are notified of any changes in the IEP that may affect the program of the student. Decisions that affect Special Education ELLs are done collobratively with the team and the Principal to make sure that their needs are met. If the IEP mandates bilingual instruction then the team will work together to ensure correct placement.

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?
   Teachers of Ells collaborate with Special Education teachers in order to provide students with support in their classes. In addition, teachers are aware of IEP modifications and implement them in the classroom using differentiated support. ELLs are placed in CTT content area classes if so indicated by the IEP.

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:	English/Spanish			
Math:	English/Spanish			
Science:	English/Spanish			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	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.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

    Currently we are meeting AYP in Math, English and graduation rate for ELLs. Our program is meeting the needs of our ELLs as it allows students more time on task through block programming for the beginners and intermediates as well as one on one suppport with teachers during the Saturday/After-school academy. Teachers in ESL and Bilingual classes use a variety of instructional methods that support both content and language development. Necessary scaffolding is provided in classes as the curriculum is aligned with the new Common Core requirements. Because data is shared with all of the teachers of ELLS, teachers can tailor instruction to meet the deficiencies shown in the analysis of students progress on the individual modalities.

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

    We will be implementing Castle Learning, a test preparation program that provides supplemental instructional support through online review. Teachers will be able to create exams with Common Core aligned questions. Pre and Post tests will show growth and the data provided from the program will be analyzed to differentiate instruction.

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

    Currently we will not be discontinuing and programs for ELLs.

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

    ELLs are awarded equal access to all programs as they are given the opportunity to take electives in our Business, Art and music sequences. Ells are also given the opportunity to participate in AP Spanish Language and Literature. Ells participate in various school trips and after school activities, such as sports and clubs. Supplemental services for ELLs include the Student Center, which takes place after school and the Saturday Academy. Students will also participate in the College for Every Student program that allows students to participate in service, mentoring activities, college trips and leadership and mentoring summits. Currently we have partnerships with Repertorio Espanol and the Manhattan Theatre Club that ELLs participate in which allow students to work with resident artists and their own teachers in analyzing the genre of drama and writing their own scenes and plays. Students also have the opportunity to see works of drama at these theatres.

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

    ESL students are given the opportunity to simultaneously learn English and computer skills such as PowerPoint, Reasearch and Blogging. These skills are necessary to support the new Common Core Aligned curriculum. Last year, we were recipients of the LTE/SIFE, which allowed us to purchase EMPOWER 3000, an intervention reading program that differentiates instruction for students, helping them to improve their reading grade levels. This year, we have applied for the third year of the Long Term ELL/SIFE grant, which will allow us to fund the work that we started with the EMPOWER 3000 reading intervention software as will as allow us to begin to explore learning by using IPADs to facilitate group work. This year, we plan on introducting Castle Learning, a program that allows for teachers to create assessments with Common Core aligned questions. The program then provides teachers with feedback to help them to differentiate instruction. In the Native language classes, teachers will provide

students with authentic novels and literature in order to support the native language.

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
In providing services for our students, we factor both age and grade level in order to provide both classes and instructional materials that are appropriate for their age, grade and needs. Materials may include adaptations of novels in our English curriculum for beginning ESL students.

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

18. What language electives are offered to ELLs?
Since the majority of our ELLs speak spanish, ELLs whose native language is Spanish are given support through our Native Language Arts Program which include electives in our Spanish AP. Other Ells may take electives in our Foreign Language Program where we offer Spanish, Italian and French.
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)?

N/A

C. Professional Development and Support for School Staff

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

Professional Development is embedded into our school culture and philosophy. Because we have many ELLs and former ELLs , we find that it is important for our entire staff to participate in training that will help to support ELLs. Our staff including teachers and assistant principals have participated in workshops offered by our Office of English Language Learners and several other workshops that support Native Language Arts and content area instruction. In addition, our ESL, Bilingual and content area teachers of ELLs have attended workshops sponsored by BETAC including workshops that focus on Regents Preparation for ELLs. Our Network also continues to provide our school with whole group or one on one Professional Development opportunities via our Support Specialist. Our Assistant Principal of ESL, together with our LAB/BESIS coordinator provide teachers and staff that includes paraprofessionals, psychologist, secretaries, parent coordinators with workshops in utlizing data such as NYSESLAT reports in order to implement ESL methodology, analyzing student data, review of parental options and Title III services. Secretaries, paraprofessionals and parent coordinator receive training by the Assistant Prinicipal in their role in the process of idenitification and compliance letters so that they have a better understanding of how to assist the ESL coordinator as she performs these functions. All staff is given training on CR-Part 154 requirements. Additionally, Inquiry Teams, departmental and faculty conferences provide an opportunity for teachers to learn together and try new strategies to ensure the progress of our ELLs. Our Aussie consultant, Dale Worsely also works with teachers in providing literacy strategies that will help struggling students. These activities include reviewing the Common Core materials from ENGAGE NY and writing units that include scaffolding and support for ESL students. Teachers will write units, implement and revise during the year. They will use summative and formative assessments to determine the success of their units.

We will continue to train all of our teachers in the 7 ½ hour professional development of ELL training during PD days which occur in September, November, January and June. This includes CR-PART 154 requirments, appropriate resources for classroom, testing accomodations in addition to other topics described above.

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

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

D. Parental Involvement

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

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

2. Through our College for Every Student Program, we have partnered with Syracuse University and Lehman College to bring college workshops to parents that focus on the college process. Workshops about drug prevention and harmful behavors are coordinated by our SPARK coordinator, Ms. Isabel Tejada. Translation services are available in Spanish with using our Spanish licensed teacher, Ms. Maria Chacon and Parent Coordinator Cira Herrera.

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

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: High School for Arts and Busin			School DBN: 24Q550
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Zambrano-Burakov	Principal		11/15/13
Evelyn Acosta	Assistant Principal		11/15/13
Cira Herrera	Parent Coordinator		11/15/13
Mary Hidalgo	ESL Teacher		11/15/13
Joyce Maciocia	Parent		11/15/13
Claudia Velarde	Teacher/Subject Area		11/15/13
Claudia Feltenstein	Teacher/Subject Area		11/15/13
Merecedes Cocco	Coach		11/15/13
	Coach		11/15/13
Marina Reynoso	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q550 **School Name:** High School for Arts and Business

Cluster: 2.02 **Network:** CFN

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

Part A: Needs Assessment Findings

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

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

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

Major findings include the need to have more frequent contact in our major language (Spanish) with parents regarding their children's interim academic progress. 83% of our population speak Spanish. All communication regarding academic, after-school or socio-emotional activities is translated. We found that it is necessary to translate messages that are communicated via School Messenger. Due to the high-low income population of our school, it is critical to provide immediate oral translation, given the sacrifices of parents to visit the school, often without an appointment, to assess their child's academic progress. The findings are reported to the school community via PTA meetings, Parent Orientations and School Leadership Team.

Part B: Strategies and Activities

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

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

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

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

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

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