

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M600

School Name:

THE HIGH SCHOOL OF FASHION INDUSTRIES

Principal:

DARYL BLANK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The High School of Fashion Industries School Number (DBN): 02M600
Grades Served: 9-12
School Address: 225 West 24th Street, New York, NY 10011
Phone Number: (212) 255-1235 Fax: (212) 255-4756
School Contact Person: Daryl Blank Email Address: dblank@schools.nyc.gov
Principal: Daryl Blank
UFT Chapter Leader: Jacqueline Perez
Parents' Association President: Monique Anderson
SLT Chairperson: Danielle Silva
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Bianca Ausby
Student Representative(s): Natalia Bielonko
Diamond Baker

District Information

District: 2 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, 7th floor New York, NY 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: (347) 602-3460 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: (646) 470-0721 Fax: (718) 425-0516

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daryl Blank	*Principal or Designee	
Jacqueline Perez	*UFT Chapter Leader or Designee	
Monique Anderson	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative (staff), if applicable	
Bianca Ausby	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Natalia Bielonko	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diamond Baker	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Danielle Silva	Member/ CSA	
Anne Looser	Member/ UFT	
Adrian Carranza	Member/ UFT	
Althea Abrahams	Member/ Parent	
Dawn Berardino	Member/ Parent	
Joselyn Henriquez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marcia Narita	Member/ Parent	
Esther Ohene-Asa	Member/ Parent	
Michele Ramacca	Member/ Parent	
Not Applicable	Member/	
Not Applicable	Member/	
Not Applicable	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The High School of Fashion Industries (HSFI) is a Career and Technical Education school where students major in Fashion Design, Merchandising, Visual Display, or Graphics and Illustration in addition to taking their core academic subjects. HSFI is a Title I school where over 80% of our 1,750 students receive free or reduced lunch. Fourteen percent of the students have Individualized Education Plans with approximately 5% self-contained.

As students move from 9th through 12th grade, they take an increasing number of classes within their major. As many as one-third of them continue to pursue these majors after graduation, moving on to colleges like FIT and Parsons. With help from our corporate Advisory Board, most HSFI students participate in internships and experiences to gain real world insight into the fashion industry. Annually, the school year culminates in a series of student work celebrations including our fashion show, senior art show and International Center of Photography exhibit, with accompanying window displays. The connection to their CTE major and this variety of industry partnerships provide the added benefit of motivating our at-risk students to attend school regularly (we maintain a 91% attendance rate) and succeed in their academic classes.

The school was originally founded as Central Needle Trades High School in a garment loft on West 26th Street in 1926. Its original purpose was to provide a trained workforce for the many trades in fashion-related industries. Most of its students were immigrants or the children of immigrants who were trying to make better lives for themselves in a new country. Over the past 89 years, HSFI has continued to work to give our students opportunities for better lives. In 1926, this meant preparation to work in a garment center factory. Today it means access to college and a career where our students will be able succeed in the 21st century global economy.

MOST PROGRESS – Framework for Great Schools: Collaborative Teachers & Effective School Leadership

The vast majority of teachers are engaged in inquiry-based structured professional collaborations. Teacher teams systemically analyze classroom practice, assessment data and student work for students they share. Distributed leadership structures are embedded across the school. The school's professional collaboration results in school-wide instructional coherence, shared improvements in teacher practice, and increased student achievement for all learners. Leadership structures ensure teachers play an integral role in key decisions that affect student learning across the school.

KEY FOCUS - Framework for Great Schools: Rigorous Instruction & Supportive Environment

We will continue to promote teaching strategies that consistently provide multiple entry points into the curricula so that learners are engaged in appropriately challenging tasks. Our work will address pockets where teachers miss opportunities to provide students with needed scaffolds or extensions. Across classrooms, we will address the need for teachers to use formative assessments and rubrics aligned with the school's curricula to get feedback back to students while supporting teacher decision-making related to the adjustment of curricula and instruction. HSFI will focus on using technology in the classroom to address these needed scaffolds, extensions as well as formative extensions and rubrics.

We will build on these strengths to prioritize the development of our supportive environment for students with a focus on connections to school activities, programs and staff.

02M600 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1769	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	17	# SETSS	10	# Integrated Collaborative Teaching	47
Types and Number of Special Classes (2014-15)					
# Visual Arts	69	# Music	N/A	# Drama	N/A
# Foreign Language	15	# Dance	N/A	# CTE	21
School Composition (2013-14)					
% Title I Population	71.3%	% Attendance Rate			92.1%
% Free Lunch	73.2%	% Reduced Lunch			9.5%
% Limited English Proficient	2.5%	% Students with Disabilities			12.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			37.6%
% Hispanic or Latino	53.1%	% Asian or Native Hawaiian/Pacific Islander			4.3%
% White	3.8%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			10
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			8
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.2%	% Teaching Out of Certification (2013-14)			7.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.77
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	88.2%	Mathematics Performance at levels 3 & 4			73.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.2%	% of 2nd year students who earned 10+ credits			86.6%
% of 3rd year students who earned 10+ credits	84.7%	4 Year Graduation Rate			91.6%
6 Year Graduation Rate	92.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

During our Quality Review during the 2014-15 school year, our school was rated ‘Proficient’ in the ‘Instruction’ and ‘Assessment’ categories. Our QR findings, included the following statements: “...However there are pockets where teachers miss opportunities to provide students with needed scaffolds or extensions.” The evidence behind this finding included: ‘However, some students struggled with understanding the purpose of the lab in relation to the class objective and relied on the teacher for support instead of having the needed scaffold to engage independently.’ ‘However, some students finished the task before others and the only extension offered was to help another student rather than an additional task designed to further their skill set in design or the computer software.’ ‘While the task provided entry points to the text-based task, there were not supports or roles for students within the groups resulting in an uneven level of students demonstrating their thinking within certain groups.’

Our school strengths in instruction were documented in our QR included the comments:

- (1) ‘Across classrooms, teaching strategies consistently provide multiple entry points into the curricula so that learners are engaged in appropriately challenging tasks. Student work products and discussions reflect high levels of student thinking and participation.’
- (2) ‘The schools assessment practices provide actionable feedback to teachers and students regarding progress, and results are used to adjust curricula and instruction.’

We will build on these strengths to prioritize the development of our teaching staff in using formative assessments in class to make instructional and curriculum adjustments. This use of data will allow teachers to provide students with needed scaffolds to understand content and extensions to develop higher order thinking. Using instructional technology tools can provide a valuable tool for gaining access to this data in real time during a class.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Use formative assessment to drive more differentiated instruction. We will measure this by using observation data for competency 3D in Advance. We will look for a 5% increase in the score for this competency to go from an average score of 3 (during the 2014-15 school year) to 3.15 by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>HSFI staff meeting in interdisciplinary teacher teams one time a month to analyze student work centered on a school-wide skill of the month demonstrated in a department created monthly task</p>	<p>Lowest Third / ISS / ELL & F-ELL students</p>	<p>10/2015 – 5/2016</p>	<p>Assistant Principal N. Moore and teacher team leaders</p>
<p>HSFI staff meeting in department grade level teacher teams one time a week to analyze student work centered on a school-wide skill of the month demonstrated in a department created monthly task</p>	<p>Lowest Third / ISS / ELL & F-ELL students</p>	<p>9/2015 – 6/2016</p>	<p>Instructional Assistant Principals and teacher team leaders</p>
<p>HSFI staff meeting in Action Research department teacher teams six times during the school year where they bring in targeted students to get their feedback about the use and impact of formative assessments</p>	<p>Students of varying academic success</p>	<p>9/2015 – 6/2016</p>	<p>Instructional Assistant Principals and teacher team leaders</p>
<p>HSFI staff meeting in department teacher teams six times during the school year where they engage in professional learning centered on using technology to develop formative assessments</p>	<p>Students of varying academic success</p>	<p>9/2015 – 6/2016</p>	<p>Instructional Assistant Principals and teacher team leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • ‘First Monday’ of the month schedule created through a School Based Option approved by the UFT staff and HSFI parents that allows for interdisciplinary teacher teams to meet • Common preparation periods for core academic subjects allowing for department teacher teams to meet on a daily basis • Per session hours for department and interdisciplinary teacher team leaders

- Funds devoted for Engage NY module copies and for the purchase of file folders & math notebooks for compiling student work

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will be analyzing observation data for competency 3D in Advance throughout the school year and adjust accordingly based off this data and student performance on the formative assessment that have been generated.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

At the end of 2014-15 school, HSFI conducted an end of year survey to students across all grades. The first question was ‘ I look forward to coming to HSFI every day.’ Out of 1132 students who responded to the question, 73.2% of students responded strongly agree or agree / 26.8% of students responded strongly disagree or disagree. The second question was ‘ I feel connected to or supported by at least 1 staff member (teacher, guidance, and counselor) who looks out for you?’ Out of 1132 students who responded to the question, 81.5% of students responded ‘Yes’ / 18.5% of students responded ‘No.’

Our school strengths were documented in our QR under the ‘High Expectations’ section included the comments:

(1) ‘School leaders and staff effectively communicate high expectations connected to a path of college and career readiness, partner with families, and provide clear feedback and guidance supports for students.’

(2) ‘The culture for learning communicates a unified set of high expectations and provides supports to achieve those expectations so that students are prepared for the next level. .’

We will build on these strengths to prioritize the development of our supportive environment for students with a focus on connections to school activities, programs and staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Introduce a peer mentoring program using students in the National Honor Society to support struggling students, both with academics and organizational skills, but also to help build school connections. We will use our self-created student survey to measure whether we achieve a 5% increase in students responding ‘Agree’ or ‘Strongly Agree’ to the statement ‘ I look forward to coming to HSFI every day.’

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implementation of Positive Behavior Interventions & Supports (PBIS) system – Tier 1 System of Student Supports that includes Positive Reinforcement thru Fashion Dollars & PBIS Store; CTE Programs / Industry Partnerships; Coordinator of Student Activities and student government led activities (35 clubs); Falcon Health Center; PSAL sports	All HSFI students	9/2015 – 6/2015	‘PBIS Executive Board’ consisting of Principal, selected Assistant Principals and teacher volunteers
Implementation of Positive Behavior Interventions & Supports (PBIS) system – Tier 2 System of Student Supports that includes Staff Mentoring & Restorative Circles for identified students; Peer Mentoring of Targeted 9 th Graders using the Peer Group Connection program who have data points trending towards a difficult transition to high school; Academic Intervention Services	Identified HSFI students - 15-20% of students	9/2015 – 6/2015	Assistant Principals of Guidance and Safety/Security; Teacher serving as Mentoring Coordinator; Teacher serving as Restorative Justice Coordinator;
Implementation of Positive Behavior Interventions & Supports (PBIS) system – Tier 3 System of Student Supports that includes ‘Wrap Around’ by School Based Support Team using Functional Behavioral Assessments & Behavior Intervention Plans	Identified HSFI students - 1-5% of students	9/2015 – 6/2015	Instructional Support Services Assistant Principal
Introduce a peer mentoring program using students in the National Honor Society to support struggling students	Identified HSFI students - 1-5% of students	9/2015 – 6/2015	Teacher serving as National Honor Society Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • CTE Programs / Industry Partnerships – resources including investment of a 14-16 credit course sequence; needed equipment; compensatory time positions for each of the 4 majors • Student Activities and student government led activities – per session for 30+ clubs and activities (academic and CTE related); compensatory time for Coordinator of Student Activities

- Peer Group Connection program through The Center for Supportive Schools – funds for training; teaching periods to train peer mentors
- Mentoring Coordinator compensatory time position plus per session for staff mentors
- Restorative Justice Coordinator compensatory time position – teaching periods devoted to Restorative Justice class for selected students

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2015, we will have our students complete a mid-year student survey that will include the statement ‘ I look forward to coming to HSFI every day.’ We will measure the results and adjust accordingly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	8 th grade test scores; HSFI Credit accumulation; Regents performance; Teacher / Counselor recommendations	Tutoring; Students involved in reading and writing activities connected to ELA curriculum	Small group review sessions. College Essay: one-on-one	After-school and Saturdays
Mathematics	8 th grade test scores; HSFI Credit accumulation; Regents performance; Teacher / Counselor recommendations	Tutoring; Students involved in mathematical problem solving connected to Algebra, Geometry and Trigonometry curriculums	Small groups and one-to-one; Peer tutoring	During & After school and Saturdays
Science	8 th grade test scores; HSFI Credit accumulation; Regents performance; Teacher / Counselor recommendations	Tutoring; Students involved in reading and writing activities connected to Science curriculum	Tutoring in small groups; Peer tutoring	Before & After school
Social Studies	8 th grade test scores; HSFI Credit accumulation; Regents performance; Teacher / Counselor recommendations	Tutoring; Students involved in reading and writing activities connected to Global and US History curriculums	Small group, in the classroom, one-to-one and tutoring and through digital means	During school, After school and Online
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher / Guidance / Deans referrals	Counseling; Functional Behavioral Assessments & Behavior Intervention Plans	One-to-one and small groups	During and after the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The High School of Fashion Industries has an excellent record of retaining highly qualified teachers which translates into consistency and stability for students. The school offers financial reimbursement as outlined by Title 1 guidelines for teachers who enrolled in educational programs to become highly qualified. The school will offer mentoring to all eligible teachers. Scientific research has shown that a school that implements 'Positive Behavior Interventions and Support' (PBIS), like the High School of Fashion Industries, has higher rates of staff retention than schools that do not follow this model. This is the school's fourth year with the PBIS model.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Organize school schedule to include 'First Mondays' where staff has common planning time to meet across grade levels in Professional Learning Communities devoted to this goal and common professional development centered on the Common Core Standards. Teachers in these Professional Learning Communities will focus on working with students on a monthly skill that will contribute towards meeting the New York City Department of Education instructional expectations aligned with the Common Core Standards. The monthly skills are monitored by teachers for students in each content area through the ongoing collection of student work in folders and notebooks along with the diagnostic test administered at the beginning and end of the school year. Individual students that are challenged by specific skill areas will identified in the Professional Learning Communities so teachers can share best practices for supporting these students including tutoring and differentiated grouping. Organize school schedule to include common planning time for academic departments to meet on developing best practices in alignment with the Common Core Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The team of supervisors and teacher leaders who analyzed the New York City Department of Education instructional expectations alongside the Common Core State Standards, who developed the school’s 10 month skills plan, will be the core group that decides on the assessments that students are evaluated on. The supervisors and teacher team leaders will meet with the staff of their respective department and grade team to gain input on assessment creation and analysis. As per NY State Department of Education regulations teachers and supervisors were involved in the Measures of Student Learning decisions.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	915,376.00	X	
Title II, Part A	Federal	0		

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	9,747,743.00	X	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The High School of Fashion Industries in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. The High School of Fashion Industries 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

The High School of Fashion Industries in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part C: Professional Development

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

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

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

1. What are the Origins of RTI?

2. What are the purposes of RTI and what does it look like?

3. What are some different approaches to RTI, and what should we consider when implementing these approaches with ELLs

4. What issues/challenges should schools consider when implementing RTI with ELLs?

5. What should schools understand about bilingualism and the language acquisition process? What are some misconceptions about bilingualism?

6. Cognitive Demands Quadrant

7. Sequential Bilingual

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$0

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 600
School Name HS of Fashion Industries		

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 ENL teacher, and one parent.

Principal Daryl Blank	Assistant Principal Nancy Moore
Coach none	Coach none
ENL (English as a New Language)/Bilingual Teacher Erica Thomas/ESL	School Counselor Rachel Bernstein
Teacher/Subject Area Jennifer Bohner/English/ESL	Parent Joselyn Henriquez
Teacher/Subject Area Hally Drabman/English/ESL	Parent Coordinator none
Related-Service Provider Grace How	Borough Field Support Center Staff Member type here
Superintendent Marisol Bradbury	Other (Name and Title) Danielle Silva, AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	7
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	4	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1855	Total number of ELLs	47	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	24
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	18

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	20	2	1	9	0	8	18	0	15	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										24	9	3	4	0
Chinese										1				0
Russian														0
Bengali											1			0
Urdu														0
Arabic										1				0
Haitian														0
French										2		1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										1	2			0
Transitioning (High Intermediate)										3		2	2	0
Expanding (Advanced)										24	7	2	3	0
Commanding (Proficient)										9	12	2	4	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	12	0	7	0
Integrated Algebra/CC Algebra	37	0	18	0
Geometry/CC Algebra	10	0	6	0
Algebra 2/Trigonometry Math _____	3	0	1	0
Chemistry	1	0	0	0
Earth Science	11	0	4	0
Living Environment	33	0	20	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	19	0	6	0
Geography				
US History and Government	14	0	8	0
LOTE	17	17	17	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We assess student reading and writing at the beginning of each semester with a CCSS task and rubric. Teachers look at the data and student work in weekly focus groups to identify trends and discuss strategies to target instruction. From this we determined that we need to use graphic organizers and a note-taking system (Cornell Notes) and teachers have focused on previewing Tier 2 vocabulary before reading. We have also begun to create tiered questions to correspond with the Engage NY curriculum we use to provide multiple entry points to the texts for students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on NYSESLAT results, it is clear that ELLs need the most help on Reading and Writing. These skills are emphasized in both the free-standing classrooms and the Title III after-school academy. We are bringing in additional reading resources to be able to better differentiate based on student interest. We support our Native Spanish-speakers by offering two levels of NLA Spanish to build reading and writing skills in Spanish through rigorous study of literature and research projects.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Teachers look at the data and student work in weekly focus groups to identify trends and discuss strategies to target instruction. From this we determined that we need to use graphic organizers and a note-taking system (Cornell Notes) and teachers have focused on previewing Tier 2 vocabulary before reading. Teachers across departments also meet once a month to look at target student work for ELLS and other struggling students specific to writing skills. These meetings inform instructional decisions for the coming month. In analyzing the AMAO Tool, there is one 9th -grade student projected not meeting the AMAO target. She is an ELL with an IEP. We are expanding the tutoring available with a focus on her literacy skills. The tool also highlights students at-risk. In 2015-16 we are starting a program we will gather data electronically of a weekly basis from teachers to signal any downward trends in student performance so that we can offer more timely intervention in the form of lunch time and after-school tutoring or guidance counseling as needed.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

A. The patterns across grades and proficiencies point to challenges for our ELLs in Reading/Writing based content-area Regents. Looking closely at the data, the reality is that the majority of ELLs after grade 9 are also SWDs All our ELLs are given the option of testing in their Native Language. Last year, none wanted to.

B. School leadership and teachers have determined that we need to implement a more targeted approach to improving academic writing. In spring 2014, our lead ESL teacher attended four days of Writing Revolution training. In the fall of 2015, we will begin intensive roll-out in the 9th -grade ESL classes.

C. The school meets in interdepartmental Professional Learning Communities where they examine the work of struggling ELLs and other struggling students connected to a common monthly skill plan. In the PLCs they share best practices and strategies and examine the work to gauge student progress and to shift instructional practices as needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

We are a grade 9-12 school. The teachers of ELLs evaluate students' strengths and weaknesses as readers based on multiple measures (i.e. classwork, one-on-one work, assessments...) and provide scaffolded support such as vocabulary glossaries, tiered questions and texts, etc...

6. How do you make sure that a student's new language development is considered in instructional decisions?

We offer native language instruction in Spanish, the second language for 87% of our ELLs. We also have three teachers who are dual certified in ESL teacher who is dual certified in Spanish and works with students in our after-school Title III Academy to provide academic assistance in Spanish and English.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate success in student progress on the NYSESLAT as well as credit accumulation and Regents pass rate. We did meet AYP for ELLs last year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Our Assistant Principal of Language Arts, Nancy Moore, works closely with the AP of Admissions and Family Engagement, Danielle Silva, to carefully identify any incoming ELL. In most cases their HLIS and Parent Survey were completed before they reach us. However, we look carefully at the OTCs and students entering from private school or outside NY, and complete the four step process. 1) to be sure that a Home Language Survey (HLIS) is accurately completed by the parent and program choices are explained. 2) determination of eligibility, including interviewing the student and reviewing student work 3) The NYSITELL is administered if applicable 4) administration of the Spanish LAB if applicable. These steps are completed within the first 10 days of enrollment by the AP of Language Arts or the bilingual-Spanish Admissions AP. Both are licensed pedagogues. Our licensed ESL teachers (Jennifer Bohner, Hally Drabman and Erica Thomas) administer the NYSITELL or Spanish LAB. If the parent and student communicate in a language other than English or Spanish, we use school personnel to translate if the language is Chinese or Polish. For other languages, we would use the NYC DOE Translation and Interpretation unit.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We determine the eligibility of SIFE through the same process described in #1. The AP of Language Arts is responsible for administering the oral interview and LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In all cases where we've administered the NYSITELL, the result was that the student was not entitled to ESL services. In any future situations where a tested student is eligible, AP Moore along with the Spanish-speaking AP Silva (or a staff member who speaks the home language) would meet with the parent to explain and distribute the Parent Survey and Program Selection form. Because for the past three years, no student required services based on a NYSITELL administered here, we do not have an observable trend.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
AP Moore is responsible for generating and distributing the entitlement and non-entitlement letters within five school days in the parent's preferred language. Translated copies of the letters are available on the NYCDOE website.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
AP Moore is responsible for generating and distributing appeal notification of parents/students age 18+ in the parent's preferred language. Translated copies of the letters are available on the NYCDOE website. The process the school will follow is:
 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
 2. School reviews all documents related to the initial or reentry identification process detailed above.
 3. School reviews the student's work in English and in the home language.
 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
 5. School consults with parent or guardian.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
To inform parents of these options, the AP Moore, will provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English will be recorded and maintained in RM 228. During the orientation, we will also provide information on Common Core standards, curriculum, and assessments and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation will be in a language or mode of communication that the parent or guardian best understands. We will contact the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff. For any newly enrolled ELL, the parent will be scheduled for orientation within 10 days of identification on the next Tuesday or Thursday. AP Moore is responsible to identify and follow-up with the parents. She will send an initial letter in the parent's preferred language and follow-up with the support from school staff or the Translation and Interpretation Unit if no one is available to communicate in the preferred language.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
AP Moore is responsible for reaching out to parents to ensure they have completed the survey and program selection form as well as monitor parent program choice. AP Moore is responsible for updating the parent's selection in ATS. If a survey is not returned within three days, AP will initiate follow-up with the assistance of school staff of the Translation and Interpretation Unit to communicate in the parent's preferred language. The collected surveys will be stored in Room 228.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If Parent Survey and Program Selection are not completed and returned, our AP of Parent Engagement will assist in reaching out to the parent in his/her language of choice to remind the parent and offer assistance. If the survey is still not returned, the default choice of Bilingual Program will be noted in the student's record in ATS by AP Moore.
9. Describe how your school ensures that placement parent notification letters are distributed.
AP Moore is responsible for generating and distributing placement parent notification letters in the parent's preferred language or through the Translation and Interpretation Unit if a letter is not available in the preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of ELL documentation are retained by the AP of Language Arts. The original HLIS form is maintained by the Records Secretary in the students permanent records folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We identify eligible students by running the RLAT report in ATS, and then send notification to eligible students and their families of the dates and time of the exam. This includes letters mailed home in the preferred language, class announcements and flyers and reminder passes distributed to students. We begin testing as early as possible in the window of time and provide several make-up

sessions if needed. We record the attendance of students at each testing sessions and schedule make-up exams for students missing any component of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

AP Moore is responsible for generating and distributing continued entitlement and transitional support parent notification letters in the parent's preferred language in the first week in September. These letters are mailed home. Students return the signed letters to their ESL teachers or AP Moore.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We have had no Parent Survey and Program selection forms generated for the past several years. We only offer the option of students eligible for ESL being placed in the freestanding ESL program. Each year, for the past four years we have had between zero and three students eligible for the NYSITELL. When needed, the AP of Language Arts has conference in person or by phone with the parents to complete the survey. The same AP or ESL teacher administers the NYSITELL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

We will have a standalone ENL class for each grade 9 -12 for Entering, Emerging and Transitioning students, and Integrated ENL for each grade 9- 12 for all ELLs--Entering through Commanding. There will be three heterogeneous standalone classes, all taught by teachers licensed in ESL--one for 9th grade, one for 10th grade and one for 11th & 12th grade. There will be six heterogeneous integrated ELA classes--two 9th grade, two 10th grade, one 11th grade and one 12th grade all taught by teachers dual-licensed in ELA and ESL.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We have hired an additional dula licensed ELA/ENL teacher so that we can offer the following:

Entering--

180 minutes/week of standalone ENL taught by one of our ELA/ENL licensed teachers. 180 minutes a week of Integrated ENL/ELA taught by a ENL/ELA licensed teacher, and 180 minutes a week with an ENL teacher pushing in to a Content Area class.

Emerging-- 180 minutes/week of standalone ENL taught by one of our ELA/ENL licensed teachers. 180 minutes a week on Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers.

Transitioning--

180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers.

Expanding--

180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers.

Commanding--

180 minutes a week of Integrated ENL/ELA taught by one of our ELA/ENL licensed teachers.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL Teachers are part of a joint department with the ELA teachers and all three are dual-licensed in ELA. They plan and attend professional development together and with the ELA Department as a whole. The curriculum for the ESL classes mirrors the content and the rigor of the Common Core-aligned ELA program as is based on the NY State Engage NY Curriculum modules. In the Integrate model classes, the lessons mirrors the curriculum of the corresponding ELA course. For example, a lesson may focus on a particular essay or research project, but the teachers scaffold the information to help the students build academic language. Teachers also emphasize spoken language skills by having students work cooperatively in groups and prepare oral presentations. In the standalone ENL each day, the teachers emphasize skills that bridge to other academic subjects. For example, a teacher may plan a unit on reading and writing about issues relating to the study of the natural world or use other informational text.

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

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

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

This year, we are focusing on using the strategies from Writing Revolution with the ELLs. One of the ESL teachers attended four days of training last year and is working on developing a plan for the ESL standalone classes. The work focused on helping students understand the structure of reading to become better academic readers and writers.

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

ELLs are evaluated for support services and other needs by our guidance staff. We have both bilingual Chinese and Spanish personnel. 87% of our ELLs are Spanish-Speaking. As 9th graders, they are programmed in a Heritage Language of Native Language Spanish class to build their literacy skills in Spanish as well. Monthly common assessments in these classes align to a schoolwide CCSS focus skill of the month (e.g. paraphrasing). All ELLs and those who have tested out in the past two years have the option to read and/or write their Regents exams in their native language and to use bilingual glossaries.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. The AP Language Arts, Nancy Moore, evaluates the records of incoming ELLs to identify to ensure proper placement and identify any SIFE students. We currently have two. The guidance counselors will meet with the SIFE students once a month to provide extra counseling and support. With the support of the ENL teacher, the students are encouraged to attend the After-School ENL academy-held twice a week. The ENL teacher differentiates instruction in the classroom to meet the needs of the student both through formative assessment and adjustment of curriculum and the use of tiered questions to offer multiple entry points to the Common Core -aligned curriculum.

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

c. All developing ELLs are programmed based on their NYSESLAT results. In either stand-alone or Integrated classrooms, the

teachers differentiate based on formative assessment to meet the students' needs. In addition they can attend the after-school ENL Academy.

d. Approximately 38% of our ELLs are long-term; 83% of these are Special Needs students with learning disabilities. They are served based on their IEPs by our Instructional Support Services Department. In addition, students are encouraged to attend the twice a week ENL Academy for extra support. This year, we are also adding peer-tutoring daily after-school for additional support.

e. Former ELLs are programmed in an integrated ELA class. They are also encouraged to attend the after-school ENL Academy. Finally, they receive testing modification on regents exams, such as the use of glossaries.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

AP Moore will consult the student's Guidance Counselor and current ELA teacher to determine if the student had been adversely impacted by re-identification.

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

In addition to serving these students through the ENL program, there is content-specific tutoring available after-school and use of a computer lab. Also, testing is conducted in the student's native language and Spanish-speaking students receive counseling by a licensed bilingual Social Worker. Our bilingual ERSSA Social Worker also provides additional support. Once identified, these students are tracked from grades 9 through 12 and referred to available tutoring programs (in each subject area), before, during, and after school as well as the ENL Academy. Additional support is provided by a bilingual paraprofessional in subject area classes, and reference materials are also available in the student's native language. In addition, teachers support students with graphic organizers and tiered assignments to differentiate instruction. The SL and ISS teachers work together in grade level focus groups each week to develop differentiated curriculum support. These materials facilitate students accessing the curriculum at multiple entry points.

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

We support these students by transitioning them from stand-alone ENL classes to integrated ELA classes. This increases the students' exposure to English language peer interaction and helps build an academic vocabulary as they become more proficient. Starting last year, we have done more intensive preparation for the NYSESLAT. Some of our students are not good standardized test-takers. By familiarizing them with the construction of the test, this will reduce anxiety and help us get a better reading of their abilities. AP ISS, Grace How, ensures we follow IEP mandates regarding meeting programming mandates per each ELL-SWD and recommended management needs to address learning delays in the least restrictive learning environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

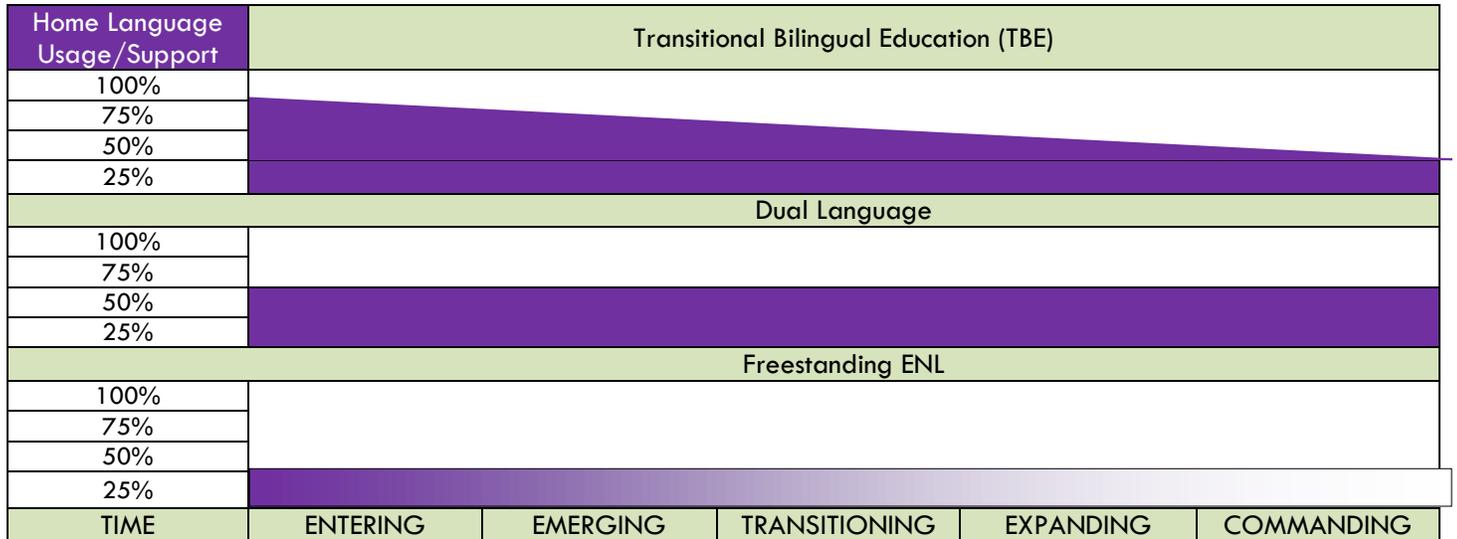


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

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

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

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

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

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

While we've been successful in meeting AYP for our ELLs, we struggle in helping students who are both ELLs and SWD succeed in earning Regents diplomas. They specifically struggle to pass the Global History and CCSS Algebra Regents. Starting in 2015, we are expanding our tutoring program to utilize National Honors Society students to offer supervised peer tutoring during lunch periods and after-school and additional math tutoring during lunch periods..

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

1. Supervised Peer Tutoring from National Honor Society students with a focus on math and Global History
2. Community-based Health Center that offers a full range of medical, vision, dental and mental health services on location at the school.

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

None

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

ELLs participate in a full range of Extra-Curricular Activities in addition to the ESL Academy. They receive information about these opportunities at a club fair at the start of each semester as well as from our school website and daily announcements. Starting this year, we are centrally tracking student participation in after-school activities so we can better track participation by all sub-groups, including ELLs.

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
 We have several different instructional materials for our ELL students including: Spanish textbooks, glossaries, and handouts that are modified for ELL students. These materials are distributed at the teacher's discretion for the purpose of providing multiple entry points to the CCSS curriculum. We also have a laptop cart to allow students to use computers in class. Our ESL Classrooms have Smartboards. We continue to expand this area.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
 87% of our ELLs have a home language of Spanish. We offer them one year of both Native Language and Heritage Language Spanish classes. In these classes Spanish is used as a scaffold to build overall literacy skills. We also have Spanish bilingual teachers for these students in math and science as well as Spanish and Chinese bilingual guidance counselors. With Some of our Title III funds, we offer a Spanish Home Language Academy after-school where our Spanish-speaking ELLs can get homework help and literacy support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
 Students are programmed in self-contained ESL classes by grade. The curriculum mirrors the ELA curriculum of that same grade.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
 The AP of Admissions holds an orientation for new students. Within ENL class in the first week, lessons are constructed to orient students to the school. During the year, students get individualized support during the ENL Academy
19. What language electives are offered to ELLs?
 We do not offer language electives, but we do offer multiple levels of the required Spanish classes, including a level for Heritage Language Learners.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The teachers of ELLs will meet for 45 minutes a month on the first Monday of every month from October through May (5.25 hrs each a year). The focus of this PD will be on scaffolding the NY State ELA Engage NY curriculum to meet the needs of the ELLs in the Integrated classes based on the results of monthly assessment. The teachers (both General Education and Special Education), guidance counselors, speech therapist and paraprofessionals of ELLs across all subjects and disciplines meet monthly in inter-departmental PLCs to examine work of ELLs who are not meeting CCSS Standards. They share best practices and assess progress on monthly tasks. The Records and Pupil Accounting Secretary receives training of maintaining ELLs records through the DOE as well as from a retired mentor secretary.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The teachers of ELLs will meet for 45 minutes a month on the first Monday of every month from October through May (5.25 hrs each a year). The focus of this PD will be on scaffolding the NY State ELA Engage NY curriculum to meet the needs of the ELLs in the Integrated classes based on the results of monthly assessment. These teachers are also supported in developing their craft through regular observations and feedback from their supervisor and the Principal.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The AP of Admissions holds an orientation for new students transitioning from middle school. Within ENL class in the first week, lessons are constructed to orient students to the school. During the year, students get individualized support during the ENL Academy. The AP Guidance, Rachel Bernstein, is a member of the LAP Committee and is responsible for training the Guidance Counselors in regards to supporting ELLs in their transition. The AP of Admissions is trained by the AP ESL/ELA in reviewing changes in policies regarding the identification of ELLs at time of admission.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The teachers of ELLs will meet for 45 minutes a month on the first Monday of every month from October through May (5.25 hrs each a year which is 15% of the 175 hours over five years). The agendas will be created by the AP of Language Arts. Minutes and attendance will be recorded by participants through a Google Form

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

For the 60% of our ELLs who also have IEPs we are coordinating the annual parent meeting with an ENL teacher with the annual IEP conference. For the other 40% of the ELLs, a bilingual Spanish ENL/ELA teacher will conduct phone conferences with parents who cannot travel in. For parents who have a preferred language other than Spanish, we will coordinate translation and interpretation services with the help of our AP Parent Engagement.

#2. We will document all conversations by way of a Google form. For ELLs with IEPs, the joint meetings with the IEP conferences will be ilogged in ATS. All parent communication (phone, email, letter, in person) for IEP Annual Review meetings are also logged within each ELL-SWD event log within SESIS- official DOE online IEP management system.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
Our Principal and Supervisory cabinet closely monitor the results of the Learning Environment Survey to identify parent needs and concerns. For ELLs with IEPs, the IEP allows for parents to express concerns and needs regarding their child's academic progress.
6. How do your parental involvement activities address the needs of the parents?

The AP of Parent Involvement, Danielle Silva, (we do not have a Parent Coordinator) meets with the Parent Association to craft the agenda of monthly meetings to address parents' needs. AP Silva also coordinates translation and interpretation communication to parents in their preferred languages. She is fluent in Spanish and uses either staff or the DOE Translation and Interpretation Unit as needed.

D. Additional Information

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

School Name: **HS of Fashion Industries**

School DBN: **02M600**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daryl Blank	Principal		10/1/15
Nancy Moore	Assistant Principal		10/1/15
	Parent Coordinator		
Erica Thomas	ENL/Bilingual Teacher		10/1/15
Joselyn Henriquez	Parent		10/1/15
Jennifer Bohner/ELA/ENL	Teacher/Subject Area		10/1/15
Hally Drabman/ENL/ELA	Teacher/Subject Area		10/1/15
	Coach		
	Coach		
Rachel Bernstein	School Counselor		10/1/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Grace How	Other <u>AP ISS</u>		10/1/15
Danielle Silva	Other <u>AP Admission/Parents</u>		10/1/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M600

School Name: High School of Fashion Industries

Superintendent: Marisol Bradbur

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

ATS reports are downloaded at the beginning of the school year to assess the different home languages of HSFI families. It is standard protocol in the Main Office to pull up a student's biographical page to note language preferences when working with families. Updated emergency blue cards will be the primary sources of identifying the home language of student families. All updated ATS info will be uploaded to a school wide google doc specifically highlighting family language preference as reference. Assigned school personnel in the Main Office will be able to edit this live document when needed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Chinese, Mandarin, Vietnamese, Albanian, Bengali, Haitian Creole, Hausa, Philipino, Polish, Twi, Armenian, French, Hindi, and Punjabi

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our parent blog/newsletter and school wide announcements via school messenger are translated to Spanish by a faculty member. Any other language will translated upon request.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The Interpretation Unit has been contacted and a request has been made for the following: Fall Conferences, November 19-20; Spring Conferences, March 10-11; Parent Association Meetings, October 21, 2015, November 18, 2015, December 16, 2015, January 20, 2016, February 24, 2016, March 16, 201, April 20, 2016, May 18, 2016 and, June 15, 2016. Translation Services will also be arranged for parents during New Student Orientation the first weekend in June of 2016.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All translation, written and oral, in Spanish is provided and executed in house by the school staff. Other languages such as Chinese, Mandarin, Bengali, Haitian Creole, Polish, French, Hindi, and Punjabi will be outsourced to the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In house faculty will carry out needed translations in the following languages; Spanish, Armenian, French, Polish, Chinese. Staff has been directed to contact Danielle Silva, A.P. of Admissions & Parent Engagement and LAC Coordinator, in order to assess any interpretation requests for all other languages by using over the phone interpreters.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All HSFI faculty and support staff will attend a presentation on what translation services are available on and off school site. Staff members will also receive copies of the "I Speak..." card with the over the phone contact number and be directed to hang this card up in all offices, classrooms, and the faculty portal.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will complete a survey at the end of the year about the quality of translated documents. Parents will also complete a survey after receiving over the phone/in house translation services.