

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**24Q550**

**School Name:**

**HIGH SCHOOL FOR ARTS AND BUSINESS**

**Principal:**

**ANA R. ZAMBRANO-BURAKOV**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School for Arts and Business School Number (DBN): 24Q550  
Grades Served: 9-12  
School Address: 105-25 Horace Harding Expressway, Corona, NY 11368  
Phone Number: 718-271-8383 Fax: 718-271-7196  
School Contact Person: Jimmy Liu Email Address: jliu5@school.nyc.gov  
Principal: Ana-Zambrano-Burakov  
UFT Chapter Leader: Dr. Robert Welt  
Parents' Association President: Marius Titus  
SLT Chairperson: Gina Cestero  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Rosario Ramirez  
Student Representative(s): Celine Sierra  
Selina Wang

**District Information**

District: 24 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Room 842A Bronx, NY 10458  
Superintendent's Email Address: ELindse@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 90-27 Sutphin Boulevard  
Director's Email Address: [Lpendere@schools.nyc.gov](mailto:Lpendere@schools.nyc.gov)  
Phone Number: 718-557-2618 Fax: 718-391-8320

## 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)
Ana Zambrano-Burakov	*Principal or Designee	
Robert Welt	*UFT Chapter Leader or Designee	
Marius Titus	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Celine Sierra	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Selina Wang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephen Goodman	Member/Staff	
Gina Cestero	Member/Staff	
Tuba Celebi	Member/ Staff	
Gustavo Pena	Member/Parent/PTA Co-President	
Edith Durango	Member/ Parent	
Sonia Ramirez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rosario Ramirez	Member/Parent	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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 for Arts and Business is committed to providing opportunities for our students to achieve excellence in academic, career, and technical pursuits. Our individualized programming helps students earn an Advanced Regents diploma and continue on to the college or career path of their choice. Through broad-based educational experiences, our students develop technological and artistic literacy using an interactive approach. Our culturally diverse school community features partnerships that support personal growth and emphasize global understanding, leadership and integrity.

We are a Title I school-wide program. Our families experience serious socio-economic challenges that have a direct impact on student learning and emotional well-being. Our entire school community is aware of this need and contributes to provide the additional academic and social and emotional support to compensate for these deficiencies. In spite of all these obstacles, our school data demonstrates consistent increases in graduation rates and student attendance during the past consecutive eight years. This could not have been possible without a highly effective and dedicated school community. Out of 405 High Schools ranked, HSAB was ranked #21 by the US News and World Report, "New York's Best High Schools". The percent change in our graduation rate over 8 years is 56%. Our four year graduation rate has steadily increased: 2007-08 58%, 2008-09 66.3%, 2009-10 71%, 2010-11 79.6%, 2011-12 83.1%, 2012-13 83.1%, 2013-14 85.2%, 2014-15 90.4%.

In an effort to address College and Career Readiness skills, we now serve on the Queens District 24/Queens College Steering Committee. The purpose of this committee is to form a dialogue between Queens College and the schools who host their student teachers. The dialogue includes ways in which we can prepare and support student teachers who are entering the profession as well as the different ways that this collaboration can help our High School students explore college options available to them. Our school was selected as a pilot high school for the clinical partnership model co-constructed with Queens College. Our school will host a teacher class available to teachers within our district. This class of teachers will work toward their TESOL certification.

According to the 2014 School Quality Report the Social Studies Department was in the 100th percentile as compared to both the Peer and City Group for United States History and Government. The Global History and Geography was in the 100th percentile as compared to the Peer group and 99th percentile for the city. In collaboration with the Brooklyn Historic Railway Society, students contributed to and were given credit on the front cover of the publication, "The Discovery of the Atlantic Avenue Terminal". Our mathematics department has been showcased by our network as a model department due to high results in Common Core Assessments in Algebra. We were identified by our network as having results in the top third of all of the schools in our network. Our students have won first place in the Washington Congressional Art Competition. Our paintings have been featured in the Capitol building in Washington DC and Congressman Joseph Crowley's office among others. The prestigious O'Melveny and Myers law firm annually grants three of our students' scholarships totaling \$18,000.

We believe that the elements in the framework where we have made the most progress last year is in the rigorous instruction and collaborative teachers. Our teachers are committed to the success and improvement of their classroom and our school. As a result of teacher teams working together, the rigor of our instruction has increased as evidenced in our Regents pass rates and graduation rates. Our routine Measures of Student Learning and Teacher Practice workshop, along with our multi-year partnership with Generation Ready, has served to increase rigor and improve the quality of instruction. In order to further improve our instruction, we would like to focus on our Quality Review recommendations from this past school year which include multiple entry points, writing to learn, formative assessments and learning targets.

## 24Q550 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	871	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	N/A	# SETSS	10	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	10	# Drama	N/A
# Foreign Language	29	# Dance	N/A	# CTE	6
School Composition (2013-14)					
% Title I Population	69.7%	% Attendance Rate			89.9%
% Free Lunch	58.4%	% Reduced Lunch			2.0%
% Limited English Proficient	12.1%	% Students with Disabilities			14.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American			7.7%
% Hispanic or Latino	78.6%	% Asian or Native Hawaiian/Pacific Islander			8.9%
% White	3.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.18	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			16.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.1
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	62.2%	Mathematics Performance at levels 3 & 4			62.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	91.1%	% of 2nd year students who earned 10+ credits			89.6%
% of 3rd year students who earned 10+ credits	84.0%	4 Year Graduation Rate			85.2%
6 Year Graduation Rate	88.5%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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	YES	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	NO				
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	YES	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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	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.

The current curriculum was in need of a collaborative upheaval due to the influx of the new Common Core Standards within Algebra II/Trigonometry. Past curriculum did not incorporate the mathematical practices necessary in our endeavor to be college and career ready.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.2:

1. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.
2. Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
3. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 2.2:

1. Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula, thus providing actionable feedback to students and teachers regarding student achievement.
2. The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction.
3. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs.

#### **Strengths:**

- i. Comparing 2009 cohort to 2010 cohort results, our school increased proficient levels of 3 & above overall from 93% to 97%.
- ii. Comparing 2009 cohort to 2010 cohort results, our school increased proficient levels of 3 & above for specific category, "Limited English Proficient" from 79% to 100%.
- iii. " Students with Disabilities" have a historic passing rate of 30% in Algebra II/Trigonometry while the school average is 36% during the 2013-2014 Regents Examination Results.
- iv. "Limited English Proficient" students were the leaders to obtain mastery levels, on the state examinations in Algebra II/Trigonometry. 10% of our LEPs had 85% or higher versus general education students who were at 2%.

#### **Weaknesses:**

- i. School needs to move students to obtain mastery levels in Algebra II/Trigonometry, 85 or higher, to higher percentage levels. Presently 2% of students achieved this from 2013-2014 Regents Examination Results.
- ii. School needs to increase the percentage of students graduating with a Regents Diploma with an Advanced Diploma designation. Presently we are at 10% and the increased participation in Algebra II should rectify this weakness.

### 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.

By June, 2016, teachers will have aligned our Algebra II Curriculum with the Common Core Learning Standards. We will measure the progress of the Algebra II Curriculum through formative assessments and student work products.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Professional Development offered to Math teachers from the High School Math Institute for six monthly three hour meetings.</p> <p>2. All Math teachers will be versed on the pedagogical shifts demanded by the common core standards.</p> <p>3. All Math teachers will analyze the EngageNY.org website curriculum resources to aid in their lesson planning.</p> <p>4. The Math Department will use the EngageNY.org resources to mold curriculums that are suitable for our school.</p> <p>5. All eight mathematical practices will be discussed at Inquiry meetings and ongoing Professional Development within the Math department.</p>	<p>Mathematics Teachers</p>	<p>September 2015-June 2016</p>	<p>Borough Field Support Center Mathematics Achievement Coach, Assistant Principal of Mathematics, Math Coach</p>
<p>Teachers facilitate small group and individual tutoring during extended and regular school day hours.</p>	<p>All students</p>	<p>September 2015-2016</p>	<p>Teachers, Assistant Principal of Mathematics, Guidance Counselors, Parent Coordinator</p>

<p>The Assistant Principal of Math will give frequent presentations during the school year to the Parent Teacher Association regarding curriculum updates in mathematics. The math coach, who is bilingual in Spanish, will talk to parents about the changes that are occurring within the mathematics curriculum at open houses, parent teacher conferences, and outreach organizations within our community. The Assistant Principal of Math will also closely update the parent coordinator with changes in the mathematics curriculum on a monthly basis.</p>	<p>Parents of all students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Mathematics, Math Coach, Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax-Levy: One coverage for Math AP class and two coverages for math coach classes.          Tax-Levy: Circular Six Professional Periods          Tax Levy and Title III: Per-Session</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>By the end of February 2016, math teachers will utilize mid- module assessments and formative assessments for every module 100% of the time to test for effectiveness within curriculum development as evidenced by an inspection of student work folders.          By the end of February 2016, math teachers will incorporate mathematical practices by number in their lesson plans 100% of the time linking common core standards within geometry as evidenced by the MOTP reports through ADVANCE.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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.

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–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.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

**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.

**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 <sup>st</sup> 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.

**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.

In reviewing the Item Analysis from the Common Core ELA from June 2014-15 school year, we have identified strengths, weakness and benchmarks that are necessary for students to succeed on the new Common Core ELA. We will implement these findings into our curriculum and assessments.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.2:

1. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.
2. Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
3. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 2.2:

1. Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula, thus providing actionable feedback to students and teachers regarding student achievement.
2. The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction.
3. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs.

#### **Strengths :**

- i. Comparing 2009 cohort to 2010 cohort results, our school increased proficient levels of 3 & above overall from 90% to 92%.
- ii. Comparing 2009 cohort to 2010 cohort results, our school increased proficient levels of 3 & above for " Students with Disabilities" overall from 71% to 84%.

#### **Weaknesses :**

- i. School needs to move students to obtain mastery levels in English, 85 or higher, to higher percentage levels. Presently 9% of the 2010 cohort students achieved mastery.
- ii. Comparing 2009 cohort to 2010 cohort results, our school did not show improvement on proficient levels of 3 & above for specific category, "Limited English Proficient" . The percentage was 57%. We would like to increase the percentage of students who are proficient in levels 3 & 4.

### 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.

By June, 2016, teachers will refine all English Language Arts curriculum and assessments. This goal will be measured through formative assessments and the June 2016 NYS Regents ELA Common Core item analysis. All units will score at a level 3 in all qualities of the Tri State Quality Review Rubric for Units and Lesson plans.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. All teachers will create argumentative and text based analysis and response tasks aligned with the Common Core Standards during Common Planning Time.</p> <p>2. All ELA teachers will analyze the EngageNY.org website curricular resources and implement modules from the 9th grade and 10th grade ENGAGE NY curriculum.</p> <p>3. Assistant Principal of English will review implementations during classroom observations and score units with modifications for ELLs and SWDs based on the Tri State Quality Review rubric.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>ELA teachers, Generation Ready Consultant, Assistant Principal of English</p>
<p>Teachers facilitate small group and individual tutoring during extended and regular school day hours</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Assistant Principals, Guidance Counselors, Parent Coordinator</p>
<p>The Assistant Principal of English, who is bilingual, will present to parents information regarding the ELA Common Core Curriculum and ENL services. These presentations will take place via PTA conferences, open houses and parent community events. The ELA Department will work closely with the parent coordinator so that parent needs are addressed</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of English, ELA Teachers, Parent Coordinator</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.

Tax Levy and Title III Per Session.  
 Generation Ready Consultant  
 Tax Levy Assistant Principal of English Language Arts

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By the end of February 2016, teachers will increase the coherence and rigor of assessment tasks that are aligned with the Common Core Learning Standards as evidenced through a review of student work products in student work folders.

**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**

- 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.

Based on the 2013-2014 Principal Performance Observation recommendation, we will refine and build on this year’s instructional focus and PD around multiple entry points and teaching practices to ensure that teachers strategically provide multiple entry points so that lessons challenge all students in their learning and result in producing meaningful work products.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 1.2:

1. Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts.
2. Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.
3. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

On the 2014-2015 Quality Review, the school received a proficient score on indicator 2.2:

1. Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula, thus providing actionable feedback to students and teachers regarding student achievement.
2. The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction.
3. Across classrooms, teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs.

After reviewing the Advance School level MOTP summary for the 2014-2015 school year, we found that our school’s area of strength is growing and developing professionally. Our review also revealed that our areas of weakness are in the area of 3B: Using questioning and discussion techniques. Only 11% of our staff received a highly effective rating in this area. Only 27% of our staff got a highly effective in the area of 3D: Using assessment in discussion .

### **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–Effective School Leadership. 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.

By June, 2016, all teachers will have participated in bimonthly professional development in order to incorporate multiple entry points in their planning and high levels of questions and discussions. We will measure the progress of this goal via the ADVANCE observations.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Teachers will participate in professional development via shortened schedule on Wednesdays.</p> <p>2. During Common Planning time, teacher teams will view instructional videos and analyze their low inference data using the Danielson rubric.</p> <p>3. Professional Development will be conducted by teacher leaders and administrative support centered around the revision of lesson plans, critical friends conferences focused on questions.</p> <p>4. Teachers will participate in peer observations in order to refine and strengthen teacher practice</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal of Supervision in content areas, Teacher Leaders, Borough Field Support Center Achievement Coaches and Generation Ready Consultants</p>
<p>Multiple-entry point strategies specific to ELLs, SWDs, SIFE, and overaged-under credited students will be addressed during professional learning experiences.</p> <p>Teachers will bring samples of student work to analyze with the instructional teacher team.</p>	<p>Teachers</p>	<p>October 2015-June 2015</p>	<p>Borough Field Support Center staff specialist in the areas of ELLs SWDs, and student support</p>
<p>Parents are informed about MoTP updates through information sessions in School Leadership team meetings. Our Assistant Principals present MoTP requirements at PTA meetings and parent workshops.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration, AP Supervision of Content Areas, parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy: Circular Six duties Tax Levy: SBO Professional Learning Time schedule											
<b>Part 4b.</b> 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		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By the end of February 2016, teacher understanding of multiple entry points will be evaluated through observations, instructional artifacts and student performance. By the end of February 2016, administrators will differentiate learning opportunities for teachers performing at different levels of mastery as part of their next steps for teachers based on observations and post-observation conferences.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

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><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></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 <sup>st</sup> 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)	Incoming 9 <sup>th</sup> grade student who scored at levels 1 or 2 on their 8 <sup>th</sup> grade ELA assessment/HS formative assessments.	Incoming 9th grade students who scored at levels 1 or 2 on their 8th grade ELA Assessment receive an additional ELA period of instruction. During the second period, students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress. Students who failed the New York State Regents Examination in ELA receive individualized tutoring based on their English Regents Item Analysis. Students receive additional support in ELA through Castle Learning and Method Test Prep. Students reading strategies. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific	Students in double period ELA classes are given support through small group instruction. Students who have failed the New York State Regents Examination in ELA receive support through small group instruction. ELL students receive additional support in ELA one-to-one via computer based instruction. <b>Circular 6R Tutoring</b> is delivered to small groups of no more than 10 students.	Services are provided during the school day with additional support after school and on Saturdays. <b>Circular 6R Tutoring</b> is delivered during the school day.

		<p>prompts. Periodic assessment tools assist the teacher in gauging the progress being made by his/her students and students' readiness to move onto higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented.</p> <p><b>Circular 6R Tutoring</b> is delivered daily during a professional period by various teachers throughout the day.</p> <p><b>Summer School</b> students are identified by their failure to meet course requirements. These students have the opportunity to recover credits and retake the ELA Regents in August. At-risk students are identified by the use of Cohort Data.</p>		
<p><b>Mathematics</b></p>	<p>Students who have failed regents examinations in the area of Mathematics.</p>	<p>Students receive additional classes in the respective disciplines of Integrated Algebra, Geometry, and Algebra2/Trigonometry after failing the NYS Regents Exam in any one of these subjects. Our math inquiry group focuses on maximizing techniques to ensure success for all students in a collaborative fashion.</p>	<p>Our method of delivery is extensive. We offer small group instruction through teacher professional assignments (mostly one to one,) Saturday Regents tutoring classes (small group) and peer tutoring in the student center (one-to-one.)</p> <p><b>Circular 6R Tutoring</b> is delivered by the teacher during a</p>	<p>Small group instruction is held during the day and Regents tutoring occurs on Saturdays. Our Peer Tutoring Program occurs during the day and after school.</p>

		<p><b>Summer School –</b> Students are identified by failure to meet course standards; there is an opportunity for students to make up credits; reduced student- teacher ratio enables small group and individualized instruction based on assessed needs; afford identified students the opportunity to re-take Regents exams and the at-risk students identified by cohort data.</p> <p><b>Saturday Regents Tutoring Program</b></p> <p><b>Circular 6R Tutoring –</b> delivered to individual students or groups of 6-10 students. Students are given a diagnostic assessment and Item Analysis is created. This leads to targeted tutoring, individualized, according to student data.</p>	<p>professional assignment.</p>	
<p><b>Science</b></p>	<p>Students who have failed regents examinations in the area of Science.</p>	<p><b>Circular 6R Tutoring</b> is delivered to individual students or groups of three to six students in need of extra help or assistance in the content/subject areas during the teacher’s professional period according to Circular R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability.)</p> <p><b>Make-up Lab –</b> is delivered during the school day, one day per week for Living</p>	<p><b>Circular 6R Tutoring</b> is delivered to small groups of no more than 10 students.</p> <p><b>Make-up Lab –</b> is delivered through whole group instruction.</p> <p><b>Living Environment Exam Prep –</b> Students who have failed the New York State Regents Examination in Living Environment receive support through whole group and small group instruction.</p> <p><b>Extended Day –</b> Delivered via whole</p>	<p><b>Circular 6R Tutoring</b> is delivered during the school day.</p> <p><b>Make-up Lab</b> delivered during the school day.</p> <p><b>Living Environment Exam Prep –</b> Services are provided during the school day with additional support after school and on Saturdays.</p> <p><b>Extended Day –</b> Services are provided after the school day,</p> <p><b>Summer School –</b> delivered during the day.</p>

		<p>Environment and Chemistry courses.</p> <p><b><u>Extended Day</u></b> – is delivered on a selected after-school schedule and includes a course of study in the Sciences via traditional and computer assisted instruction.</p> <p><b><u>For Students in Living Environment and Chemistry</u></b> – students are given support via strategies in vocabulary, writing and reading interventions in the sciences to increase positive student outcomes on NYS science assessments.</p>	<p>group, small group and one-to-one instruction.</p> <p><b><u>Summer School</u></b> – Delivered via whole group, small group and individualized instruction.</p> <p><b><u>Saturday Regents Tutoring Program</u></b> <b><u>for students in Living Environment and Chemistry</u></b> – Delivered via whole group, small group and one-to-one instruction.</p>	
<p><b>Social Studies</b></p>	<p>Student who have received a Level 1 or 2 on the 8<sup>th</sup> grade ELA/ HS formative assessments</p>	<p>Students are given support through tutoring during professional periods (Circular 6 assignments.) Students are also given support through an academic intervention team and all students that are scheduled to receive standardized testing are given a personalized education plan. This plan allows the student to set goals and benchmarks for themselves and receive skill and content development for the regents. Student progress is also assessed through formative, interim and summative assessments which enable educators to develop a prescriptive support plan for each individual student.</p>	<p>Small group instruction, one-to-one tutoring, purposeful grouping, pull out and push in models.</p> <p><b><u>Circular 6R Tutoring</u></b> is delivered to small groups of no more than 10 students.</p>	<p>Before the school day, during the school day, after school and on Saturdays.</p> <p><b><u>Circular 6R Tutoring</u></b> is delivered during the school day.</p>

		<p><b><u>Circular 6 Tutoring -</u></b>  Delivered to individual students or groups of three to six students in need of extra help or assistance in the content/subject areas during the teacher’s professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability.) Students are supported with supplemental supports through the blended on-line learning experience. Students use APEX, AVENTA and other I- Team Programs along with in-class instruction for Global History and Geography, United States History &amp; Government, Participation in Government and the Principals of Economics.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified the guidance department and teachers.</p>	<p><b><u>Guidance Department</u></b>  Coordination of after-school tutoring performed by various departments. Summer school referrals, daily attendance calls and Group Guidance lessons, Pupil Personnel Team, meetings, guidance conferences, parent/student conferences, teacher conferences, attendance meetings, dean’s referrals for</p>	<p><b><u>Guidance Department –</u></b>  Services provided as whole group, small group and one-to-one.</p>	<p><b><u>Guidance Department -</u></b>  Services provided are delivered during the school day.</p>

		<p>guidance outreach, review and monitoring of cohort data, referrals of outside agencies, PM School Program, APEX/Aventa Credit Recovery Program, Student assemblies increased support services to specific target groups including Ells, Economically disadvantaged, Black, Hispanic and ISS. Use of ARIS to identify target groups and monitor and track data.</p> <p><b><u>School Psychologist, Social Worker, Related Service Providers, etc.</u></b></p> <p>Manage and complete Triennials including Educational Planning, Committee meetings with outreach to students, parents and staff.</p> <p>As needed, reopening, updating and evaluating student cases through the Annual Review Process. As needed, management of the MDR process and the creation of a Behavioral Intervention Plan for each student.</p> <p>Participation and consultation with PPT including general education guidance counselors, social workers and teaching staff.</p>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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**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.).

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**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.

Teachers use item analysis from state-wide examinations and use it to drive instructions and to make changes in curriculum. Teachers identify patterns in student performance and identify areas of strengths and weakness. Teachers participate in an inquiry process on a weekly basis where they develop formative and summative assessments. Teachers analyze the data and use the data to make decisions and modify instruction according to the needs identified in the analysis.

At the beginning of the year, the MOSL team meets and collaboratively meets and examines recent state-wide assessments in order to make decisions about the use and selection of assessments.

Teachers receive ongoing Professional development by the Assistant Principal of the department and by outside consultants from Generation Ready (Title 1). The impact of the professional development is assessed by the teachers and concludes with Next Steps. The Next Steps form the basis for the next professional development session.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	387,449.00	X	Section 7 2a.
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5a.
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,491,506.00	X	Section 5

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I 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. **High School of Arts and Business**, 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. **High School of Arts and Business** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**

**High School of Arts and Business**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 for Arts and Business</u>	DBN: <u>24Q550</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</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>7</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>5</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:            Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Saturday Academy, which will be conducted from November to May, consists of four bilingual/ESL classes in content areas for a maximum of 20 students per class, for fourteen 3-hour Saturday sessions (9:00 am-12:00 pm). Each will be taught by one teacher for a total of four teachers. Classes that are offered include Math, ELA, Living Environment, and Global History and Geography and the classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. Students who need additional support in ELA are divided into two groups: Beginner/Low Intermediate and High Intermediate/Advanced. Students in the first group are provided with resources and support for their language acquisition and writing skills. Students in the latter group are provided with resources and support that they will need in order to acquire the skills necessary to be successful on the ELA exam. The HSAB ELL Saturday Academy is staffed by licensed teachers in ESL, math, social studies and living environment, with a preference given to the very same classroom teachers of these students. Teachers placed in content area classes have bilingual extensions.

           Our Saturday Academy is a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve success on State examinations, at a rate on par with their English proficient peers.

           The After School Program will focus on Math and English. Each subject area will meet twice a week and will target students who have not yet met the requirement and passed the required Regents Exam in that subject area. The classes have targeted approximately 15 students who meet this criteria for each of the subject areas and students will receive academic intervention in order to succeed in their deficiencies. There are two certified teachers, one ESL and one Bilingual Math, who will offer the academic intervention for these students. There will be two groups categorized by content area. Our After School program will take place immediately after the students end their day (periods 9 and 10) and will meet twice a week for English and twice a week for Math. Sessions will be two hours long depending on student needs. Sessions will begin in November and conclude in June.

           The textbooks and materials for use in this ELL Saturday Academy and the After School Program focus on materials such as ESL workbooks from Perfection Learning, Global Studies and Living Environment materials from Prentice Hall and supplemental Spanish Language materials for the Integrated Algebra courses. Teachers involved also continue to participate in professional development. In order to support instruction in the classroom and our supplementary instructional programs (Saturday, After-School,) we will also be utilizing EMPOWER 3000 in the Spring semester. EMPOWER 3000, which will be purchased with grant funds is a web based software that differentiates instruction for students in reading. It also allows for quicker feedback for the student. We also plan on using Castle Learning, an online program that will supplement the content areas, during their time in the Saturday Academy and After School Program. Our school has also purchased Method Test Prep as a resource to help students with PSAT and SAT preparation.

           In order to supplement direct instruction teachers will enhance the curriculum through cultural activities. Teachers will take students to Ellis Island to enhance their "Identity: The Immigrant Experience" curriculum unit. Students already research a "virtual" online Ellis Island as part of this unit. Visiting the actual Ellis Island, will supplement this unit. In order to reinforce native language skills, students can attend a Repertorio Espanol theatre presentation that follows what they have read in class, either "La Casa de Bernarda Alba" or la "Gringa". In this way, students can explore the genre of theatre. As an alternative, ESL students can also explore the genre of theatre in English through the

### Part B: Direct Instruction Supplemental Program Information

Manhattan Theatre Club or The American Place Theatre. Theatre experiences increases student understanding and helps students make interdisciplinary connections in the area of history and culture and provides students with multiple opportunities to critically think and write as they explore the theatre genre.

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Our parents will be involved through TITLE III through our Saturday ESL Academy for parents. This is a continous class in which topics will include: citizenship skills, supporting parents in order to obtain English proficiency and Technology skills. Workshops on the use of technology will include word processing with a focus on resume writing and e-mail. Parent orientation topics such as: Preparing your child for the college process will also be conducted in these classes. Classes will meet for three hours on Saturdays for a total of twelve sessions. Classes will begin in December and will conclude in June. Our parent classes will be conducted by our ESL licensed teacher/LAB Basis coordinator, Mary Hidalgo. Our parent coordinator, Ms. Cira Herrera will also offer workshops that will focus on assisting parents in helping their children succeed in High School and College.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>550</b>
School Name <b>High School for Arts and Business</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Ana Zambrano-Burakov</b>	Assistant Principal <b>Evelyn Acosta</b>
Coach <b>Anais Cocco</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mary Hidalgo</b>	School Counselor <b>Marina Reynoso</b>
Teacher/Subject Area <b>Claudia Feltenstein</b>	Parent <b>Marius Titus</b>
Teacher/Subject Area <b>Claudia Velarde</b>	Parent Coordinator <b>Ms. Karen Nguyen</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>type here</b>

### 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	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>3</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>827</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
<b>Transitional Bilingual Education</b>										9	4	1		0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	48	<b>Newcomers</b> (ELLs receiving service 0-3 years)	18	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	14

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	
<b>TBE</b>	10			4						0
<b>DL</b>										0
<b>ENL</b>	8			12			14			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish										9	4	1	0	0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										25	9	4	1	0
Chinese											3		2	0
Russian														0
Bengali													1	0
Urdu														0
Arabic														0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										1	1			0
<b>Emerging</b> (Low Intermediate)										5	2	1		0
<b>Transitioning</b> (High Intermediate)										3	4	1	3	0
<b>Expanding</b> (Advanced)										19	5	2	1	0
<b>Commanding</b> (Proficient)										11	3	5	0	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										3	3	2	5	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										20	8	9	7	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	49	0	28	0
Integrated Algebra/CC Algebra	43	0	26	0
Geometry/CC Algebra	34	0	3	0
Algebra 2/Trigonometry Math _____	20	0	1	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	55	0	32	0
Physics	1	0	1	0

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	29	26	25	22
Geography				
US History and Government	30	28	30	28
LOTE	5	0	5	0
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics	0			
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)	0	3	1	3				
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.  
To determine literacy skills, we use the NYSITELL exam. If students came from a middle school we also obtain ELA scores. Teachers also do their own formative assessments at the beginning of the school year to identify strengths and weaknesses in children.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
In reviewing our NYSESLAT 2015 data, the data shows that we have in our 9th grade, 19 Expanding, 3 Transitioning, 5 Emerging and 1 Entering. In the 10th grade, we have 5 Expanding, 4 Transitioning, 2 Emerging and 1 Entering. In the 11th grade, 2 Expanding, 1 Transitioning, 1 Emerging and 0 Entering and in the 12th grade, 1 Expanding, 3 Transitioning, 0 Emerging and 0 Entering. We found that although 40% our ELLs are Expanding, 100% of our total ELLs need more support in Writing. Because we have found that writing is the weakest skill according to our trends analysis, we cover all the modalities but make a greater push toward writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our ESL students are currently meeting effective the effective Annual Measurable Objectives in English and Math. In analyzing our English Regents data comparing 2009 cohort to 2010 cohort results, our school did not show improvement on proficient levels of 3 & above for specific category, "Limited English Proficient". The percentage was 57%. We would like to increase the percentage of students who are proficient in levels 3 & 4. We have determined that we need to focus on writing. ESL students can use EMPOWER 3000 to develop writing responses through prompts. Students will actively engage in the writing process by giving them the opportunity to write in a variety of non-fiction genres. Students will engage in the process by responding through prompts and receiving targeted feedback and allowing students to reflect on the writing process and engage in a variety of activities such as free-writes, think-pair-share, graphic organizers. Students will use the media center during the school day in order to further enhance their writing skills through technology.
- 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?

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

We administer the Periodic Assessment to our ELLs in order to determine their projected performance on the English Regents Exam. The cabinet reviews results and shares them with teachers who use this data in the inquiry process. This year, we will also be administering the ELL periodic assessment and using that data to further our research on inquiry teams.

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

N/A

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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 the success of our programs using cohort data, graduation trackers, item analysis on Regents exams, credit accumulation data and attendance data. Our ESL program has been successful as evidenced in the progress made on student regents exams, credit accumulation and graduation rate of our ELLs. Because we are constantly reviewing and evaluating the effectiveness of our programs, we have been successful in moving our ELLs forward and supporting them as they make progress. According to our state measures, we have met AYP for the past several years including for our sub-group of ELLs.

## Part IV: ELL Identification Process

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

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.

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

- 1) All newly admitted students will be referred to the LAB/BESIS coordinator for eligibility screening.
- 2) LAB/BESIS coordinator and certified ESL teacher, Ms. Mary Hidalgo, will assist the parents to complete the HLIS. An oral interview will be conducted in English/ native language at the time of completing the HLIS. In addition to the HLIS, the student will be given an informal oral interview which is administered by the LAB/BESIS coordinator or other certified ESL teacher. In addition, an informal oral and written evaluation will be administered by a certified Spanish teacher to determine level of proficiency in student's native language. Translators will be available or the Department of Education translation services will be utilized. If a newly arrived student is eligible for NYSITELL testing, the LAB/BESIS coordinator will conduct an individual parent orientation to inform them of their parental options. The video presentation will be given in their home language and they will be given assistance to complete the form as needed. They are given the opportunity to ask questions with the assistance of translators. We encourage parents to complete the form as soon as possible. Most of the parents opt to complete the form on the same day of the individual parent orientation. The pedagogues responsible for the screening include our bilingual (Spanish/English) Parent Coordinator, Guidance Counselor, LAB/BESIS Coordinator/certified ESL teacher, as well as a certified Spanish teacher.

- 3) The student will be scheduled for the NYSITELL test within the ten school days and in the interim the student will be placed in an age-appropriate class until the NYSITELL hand scores are known.
  - 4) Student will be placed in an appropriate ESL class once the LAB-R scores are known based upon parental selection.
  - 5) If the student is known to the NYC Department of Education, the LAB/BESIS coordinator will check the student's exam records to verify the student's entitlement status and NYSESLAT scores.
  - 6) If the student is entitled, the LAB/BESIS coordinator will contact the parents to inform them of the results of the NYSITELL and to verify their parent selection. The entitlement letter is given to the student and mailed out as well.
  - 7) The student will be given a placement test and placed in an appropriate ESL based on his/her NYSESLAT/LAB-R score, placement test and age. This determination will be made by the A.P. of ESL.
  - 8) If the student's native language is Spanish, the Spanish Lab will be administered by our NLA certified teacher, Maria Chacon, who speaks Spanish. Based on the LAB score and an interview, student will be programmed for the appropriate level of NLA.
2. 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).  
For newly arrived ELLs, a SIFE determination will be made based on the Oral Interview Questionnaire and the LENS. If student work is available at that time, student work will also be evaluated. Findings will be entered into BNDC no later than 30 days after enrollment.
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).  
If a student who enters has an IEP, the LPT team will review evidence of the student's English language development. A meeting will be held in conjunction with the ESL Assistant Principal, Ms. Acosta and the Special Education Assistant Principal, Mr. Kis. In addition, we will include the IEP coordinator, Mary Ferrante and the LAB/BESIS coordinator, Mary Hidalgo who is also certified in ESL. Parents will be included and interpreter will be provided. The team will then recommend if the student should take the NYSITELL exam to determine ELL status and continue with the ELL identification process or if the ELL Identification Process is terminated. The team will also determine if the student is SIFE using the SIFE identification process. Parents will be informed of the decision. Parents have 20 days to reject or accept the recommendation. As per the ELL Policy Reference Guide, decisions will be sent to the Superintendent who will review the findings. The student will be placed in the correct program following the recommendation.
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.  
Ms. Hidalgo, our ENL coordinator runs the RLAT, RNMR and other ATS reports in order to determine who is entitled. Parents normally complete the Parent Survey and Program Selection Forms in their preferred language during the initial interview conducted by Ms. Hidalgo, ESL coordinator. Interviews are ongoing throughout the school year. Entitlement letters in the parents' preferred language are sent home and collected by Ms. Hidalgo via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and maintained in our Title 3 binder with a checklist of who has completed and what is still outstanding.
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).  
Parents will be informed by the LAB/BESIS coordinator, Mary Hidalgo, via parent orientations, and through letters that will be sent home. Parent coordinator, Karen Nguyen, will assist in outreach to parents. Ms. Evelyn Acosta, Assistant Principal of ESL will oversee the process.
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.  
In addition to the protocol established above, we also have an additional ELL Parent Orientation in September for all our incoming ELLs from junior high school during freshman orientation. Orientations and correspondence are translated in the parents' preferred language. Parents are welcomed by the administration as well as the ENL coordinator, Mary Hidalgo to the school. Graduation requirements are discussed and they have a chance to watch the parental selection video and ask questions about the programs available at our school. Information about NYSESLAT is also provided. In addition, parents will fill out a parent selection form to verify their selection for the upcoming academic year. Students are programmed within 10 days according to the parent selection letter completed during orientation. Ms. Mary Hidalgo, our ENL coordinator and licensed ENL teacher and our Assistant Principal, Evelyn Acosta, Supervisor of ENL conduct parent outreach in order to ensure that parents have had the opportunity to discuss program choices including to provide outreach when programs that parents previously selected have become available. In the event that a survey is not returned, the Bilingual program is the default program.
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.  
Ms. Hidalgo, our ENL coordinator runs the RLAT, RNMR and other ATS reports in order to determine who is entitled. Parents receive and complete the Parent Survey and Program Selection Forms in their preferred language during the initial interview conducted by

Ms. Hidalgo, ESL coordinator. Interviews are ongoing throughout the school year. Entitlement letters are sent home and collected by Ms. Hidalgo via outreach to both parents and students. Entitlement Letters and Parent Selection letters are stored and maintained in our Title 3 binder with a checklist of who has completed and what is still outstanding. Parents will be informed by Ms. Hidalgo by letter or telephone if their previous preference for TBE/ Dual Language becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Parent Coordinator, Student Records Secretary and Assistant Principal monitor which forms are on files. Copies of forms are kept in binders. Outreach is done for students who have not completed and returned letters. All correspondence is sent in the parents' preferred language. Copies in the different languages are kept on file.
9. Describe how your school ensures that placement parent notification letters are distributed. Copies of letters are mailed home to parents by LAB/BESIS coordinator, Mary Hidalgo in the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation is kept in binders for all students by LAB/BESIS coordinator, Mary Hidalgo. This process is supervised by the ESL Assistant Principal, Evelyn Acosta. Records are also kept in the student's permanent file. The LPT team has access to the documentation.
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.

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

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

In the past several years, we have met test compliance requirements.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are mailed home to parents by LAB/BESIS coordinator, Mary Hidalgo in the Parents' preferred language.
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).

When parents are given orientation, they are offered three program choices. Freestanding English as a Second Language, Dual Language and ESL. Our Transitional Bilingual Instructional Program consists of 14 students, while 47 students have been placed in our Freestanding English as a Second Language Instruction. In the past year, more parents have opted for the Freestanding English as a Second Language versus our Transitional Instructional Program. According to the BESIS survey in 2009-2010 38% of students opted for Bilingual while 62% opted for ESL only. In the 2010-2011 school year, 71% opted for ESL only and 29% opted for Bilingual. In the previous three school years, 2011-2012 through 2013-2014, 73% opted for ESL only while 27% opted for Bilingual. In 2015, 77% of parents opted for ESL only and 23% opted for Bilingual. Our programs are aligned to parental options and are directly tied into programming decisions such as number of bilingual sections offered in content areas. Although this year, more parents opted for ESL only classes, we continue to support these students, as our ESL teachers collaborate with content area teachers in order to support what the students are doing in the content area classes. The programs in our school are aligned with Parental requests.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.

Under Part 154, entering students will receive 1 ENL standalone period, 1 period of ENL with a dually licensed English and ENL period and one period of Integrated ENL and Geometry. All students will be programmed keeping them on grade level with their peers. Emerging students will receive 1 ENL standalone period, 1 period of ENL with a dually licensed English and ENL teacher. Transitioning students will be placed in an on grade level English class with their cohort. That class will be taught by a dually licensed English/ENL teacher or it will be integrated with one English teacher and one ESL teacher. Advanced students will be placed in an on grade level English class with their cohort. That class will be taught by a dually licensed English/ENL teacher or it will be integrated with one English teacher and one ESL teacher. Commanding students will receive integrated instructional (ENL/ELA or content area) every other day in the content area that we identify as having the greatest need based on June 2015 Regents test data.
  - b. TBE program. *If applicable.*

Transitional Bilingual students are placed in bilingual classes based on grade level and content area. Students in classes may have mixed proficiency levels. Scaffolding and multiple points of entry are used to assist students in accessing the content.
  - c. DL program. *If applicable.*

Paste response to questions here:
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)?

Students in our ESL classes exceed the number of minutes required in ESL and ELA as they are programmed to receive ESL instruction daily. 1 Period is equal to 45 minutes. Students receive additional NLA support for 45 minutes per day as stipulated in CR-PART 154. Entering students receive one period of Standalone ESL, 1 period of ENL/ELA, and 1 period of ENL/Geometry. Emerging students receive 1 period of Standalone ESL and 1 period of ENL/ELA. Transitioning students receive 1 period of ENL/ELA. Expanding students receive 1 period of ENL/ELA and Commanding students receive 1 period of ENL/ELA.
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.

Our bilingual program in the content area consists of bilingual classes in science, social studies and math. Supplementary materials such as workbooks, glossaries, maps and other types of scaffolding are provided for the students. ENL and bilingual content teachers conference in order to identify successful strategies for students. ENL teachers provide additional support in the classroom through vocabulary building in the content areas and through the use non-informational readings. These methods are aligned with the Common Core Learning Standards as they address the need for non-information texts. Bilingual content area teachers receive ongoing support and guidance to successfully integrate bilingual/ENL strategies into their lessons, moving students toward proficiency in the target language. At the beginning of each term, classroom teachers review NYSESLAT results and design instruction according to language needs. For beginners, 60% native language and 40% English, for intermediate, 50% native language and 50% English, for advanced 60% English and 40% native language, with the English increasing throughout the semester.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

ELLs are evaluated using formative and summative assessments throughout the year. We assess students using the ELL periodic assessment as well as other department created formative assessments. Formative assessments include writing prompts that model those after the the NYSITELL exam in each of the four modalities. Data is captured from these assessments and shared with the Inquiry Team on Wednesday afternoons.
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

In order to service the SIFE population, we have a plan in place to promote a challenging, rigorous, culturally relevant and linguistically sensitive educational program for these students. Our SIFE students, once identified, will be assessed through a uniform diagnostic test to identify their literacy and academic needs. We would assess these students using the ELL Periodic Assessments, which will assess their literacy and math levels. It also identifies areas of weakness that can be addressed. We will also use the Achieve 3000 benchmark assessment to assess their reading. The system is also beneficial in helping us to monitor their progress. SIFE students will be placed in the appropriate level sequence to allow these students to have more time on task in the development of their language skills. In addition, any available data on the performance of these students on NYS Regents examinations and NYSESLAT will serve to target areas in need of improvement and be used for instructional planning. NYSESLAT results are reviewed by the ESL coordinator and A.P. of ENL when the scores are released in the fall. Students' programs will be revised to meet the NYS C.R. 154 mandated number of units of instructional support for ELLs based on their NYSESLAT scores and parental selection. In addition, data is shared with the bilingual content area teacher and our entire staff via faculty and department conferences so that teachers could more effectively support these students in their classrooms. Former ELLs up to two years after exiting ELL status, as per CR Part 154.2.

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

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

D. Once long-term ELLs are identified and an extension of services is requested, these students are supported both academically and socially in an effort to help them transition into the mainstream. Teachers integrate NYSESLAT preparation into regular instruction, and our course of study for advanced ENL students includes challenging material and activities across all four language modalities. In addition, students who have failed the Regents examination are placed into literature-based Regents review classes and registered for Saturday Academy, attendance at which is factored into final grades. Our Regents review classes are structured according to the skills tested on the ELA Regents and, therefore, the instructional planning places listening, reading and writing at the forefront of the curriculum. Finally, students have the opportunity to participate in co-curricular and extra-curricular activities, such as the Repertorio Español and trips to the theater to experience performances in English and Spanish. This important component in the curriculum provides students a social context in which to improve their skills in authentic language settings. Our ELLs who receive special education services and our holdovers benefit from Saturday Academy through more time on task and support in completing their class assignments. Moreover, our ESL teachers communicate regularly with our resource room and CTT teachers about individual student progress and use intervention software such as Empower 3000.

E. Former ELLs are invited to continue to participate in the same activities that they were a part of while ESL students. These include, Saturday and After-School Academic intervention, trips to Repertorio Espanol and College For Every Student activities. In addition, test accomodation are provided for former ELLs for two years after they test out. As per CR-Part 154.2 students will also receive mandated services. Former ELLs (Commanding) receive 1 period of ESL/ENL per day. These students also receive testing accomodations as well.

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.

Students who have been reidentified will receive a program based on the reidentification process. The Assistant Principal, Parent Coordinator and ENL Coordinator will evaluate the progress of the student using data obtained from classroom formative and summative assessments as well as student report cards. Academic intervention will be provided if necessary. Student will receive additional support such as tutoring.

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?

Teachers utilize scaffolding strategies such as graphic organizers, resources such as supplemental texts, adapted texts, study guides, gallery walks and multi-sensory experiences. Teachers are also aware of students' IEP goals in order to help them develop a plan for achieving this goal. Teachers use materials that emphasize vocabulary in order to accelerate English Language acquisition. Teachers also use EMPOWER 3000 a targeted intervention program that provides students with an opportunity to read non-information articles and advance their reading levels. Our ESL coordinator, Mary Hidalgo and Assistant Principal of ESL, Evelyn Acosta meet regularly with our IEP coordinator, Mary Ferrante in order to ensure that Special Education ELL

Chart

students are receiving programs that contain the appropriate services required by their IEP and are in compliance with CR-Part 154. Student's IEP's are regularly reviewed and parties are notified of any changes in the IEP that may affect the program of the student. Decisions that affect Special Education ELLs are done collaboratively with the team and the Principal to make sure that their needs are met. If the IEP mandates bilingual instruction then the team will work together to ensure correct placement.

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?

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

**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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) of this Title. All programs must be provided during the school day.					

Chart

\*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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

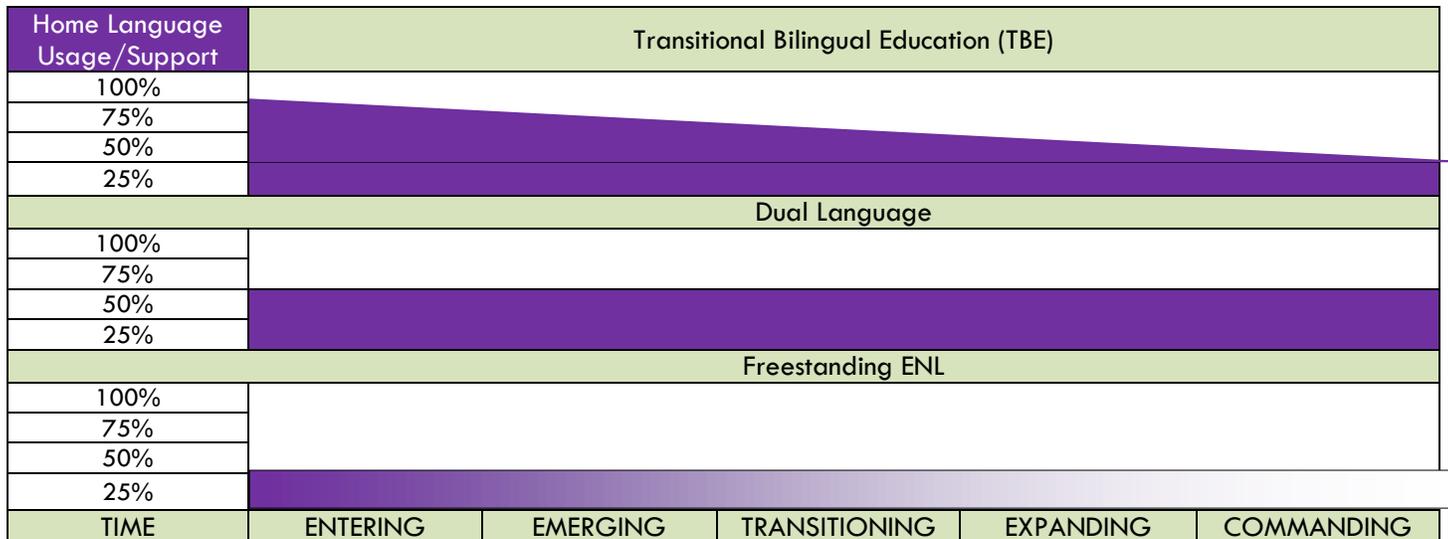


\*Note: “other approved services” does not apply to New York City at this time.

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. Based on the item analysis for Regents exams and interim assessments, Title III instructional funds will be utilized to continue the HSAB Saturday Academy and after-school tutoring. Our Academy, which will be conducted from October to June, consists of four bilingual classes for a maximum of 20 students per class, for fifteen 4-hour Saturday sessions (9:00-12:00). Classes that are offered include ENL and bilingual Math, Earth Science, Living Environment, Global History and Geography, and American History. The classes are geared toward students who have not passed or are in danger of not passing the State exams related to these subjects. The HSAB ELL Saturday Academy is staffed by licensed teachers in ENL, math, social studies and science, with a preference given to the very same classroom teachers of these students. English Language Learners who are programmed for Regents review classes are automatically registered for Saturday Academy, where they can improve their listening, speaking, reading and writing skills. Through the LTE/SIFE grant, we will be able to offer after-school instructional sessions two to three times per week for a session of up to two hours.  
The immediate impact of this tutorial program on students and the extensive time it provides to model testing accommodations in their real time frame makes our ELL Saturday Academy a key component of our AIS program for ELLs. The core objective of the program is to provide ELLs with the skills necessary to achieve a 65 or better on these examinations, at a rate on par with their English proficient peers.  
In our interventions, we utilize and reinforce the native language in order to help students build literacy in the target language as well as offer additional support in the Native Language classes.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Currently we are meeting AYP in Math, English and graduation rate for ELLs. Our program is meeting the needs of our ELLs as it allows students more time on task through individualized programming for the beginners and intermediates as well as one on one support with teachers during the Saturday/After-school academy. Teachers in ENL and Bilingual classes use a variety of instructional methods that support both content and language development. Necessary scaffolding is provided in classes as the curriculum is aligned with the new Common Core requirements. Because data is shared with all of the teachers of ELLs, teachers can tailor instruction to meet the deficiencies shown in the analysis of students progress on the individual modalities.
12. What new programs or improvements will be considered for the upcoming school year?  
We will be implementing Castle Learning, a test preparation program that provides supplemental instructional support through online review. Teachers will be able to create exams with Common Core aligned questions. Pre and Post tests will show growth and the data provided from the program will be analyzed to differentiate instruction.
13. What programs/services for ELLs will be discontinued and why?  
Currently we will not be discontinuing and programs for ELLs, however we are struggling to obtain funding for EMPOWER 3000.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are awarded equal access to all programs as they are given the opportunity to take electives in our Business, Art and music sequences. ELLs are also given the opportunity to participate in AP Spanish Language and Literature. ELLs participate in various school trips and after school activities, such as sports and clubs. Supplemental services for ELLs include the Student Center, which takes place after school and the Saturday Academy. ELLs also participate in the College Awareness program that allows students to participate in service, mentoring activities, college trips and leadership and mentoring summits. Currently we have partnerships with Repertorio Espanol and the Manhattan Theatre Club that ELLs participate in which allow students to work with resident artists and their own teachers in analyzing the genre of drama and writing their own scenes and plays. Students also have the opportunity to see works of drama at these theatres. In reviewing attendance at these events described above, we have determined that ELLs do fully participate in these school programs. Our students also participate in the ELL support program at Queens College given on Saturdays. ELL students are also invited and participate in the College Now Program that we run in partnership with Laguardia Community College. Students in that program have an opportunity to take college level courses while still in High School.
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.  
ENL students are given the opportunity to simultaneously learn English and computer skills such as PowerPoint, Research and Blogging. These skills are necessary to support the new Common Core Aligned curriculum. Last year, we were recipients of the College Readiness grant, which allowed us to purchase technology and supplemental materials. This year, we will continue to use Castle Learning, a program that allows for teachers to create assessments with Common Core aligned questions. The program then provides teachers with feedback to help them to differentiate instruction. In the Native language classes, teachers will provide students with authentic novels and literature in order to support the native language. ENL students who have shown great progress in their English proficiency will also have the opportunity to participate in the New York State Biliteracy Seal program that allows students to complete a process that will ultimately end in a Bilingual endorsement on their High School diploma recognized by the State New York. We continue this program during the 2015-2016 School year.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In providing services for our students, we factor both age and grade level in order to provide both classes and instructional materials that are appropriate for their age, grade and needs. Materials may include adaptations of novels in our English curriculum for beginning ESL students.

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. 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.)  
Professional Development is embedded into our school culture and philosophy. Because we have many ELLs and former ELLs, we find that it is important for our entire staff to participate in training that will help to support ELLs. Our staff including teachers and assistant principals have participated in workshops offered by our Office of English Language Learners and several other workshops that support Native Language Arts and content area instruction. In addition, our ESL, Bilingual and content area teachers of ELLs have attended workshops sponsored by BETAC including workshops that focus on Regents Preparation for ELLs. Our Network also continues to provide our school with whole group or one on one Professional Development opportunities via our Support Specialist. Our Assistant Principal of ESL, together with our LAB/BESIS coordinator provide teachers and staff that includes paraprofessionals, psychologist, secretaries, parent coordinators with workshops in utilizing data such as NYSESLAT reports in order to implement ESL methodology, analyzing student data, review of parental options and Title III services. Secretaries, paraprofessionals and parent coordinator receive training by the Assistant Principal in their role in the process of identification and compliance letters so that they have a better understanding of how to assist the ESL coordinator as she performs these functions. All staff is given training on CR-Part 154.2 requirements. Additionally, Inquiry Teams, departmental and faculty conferences provide an opportunity for teachers to learn together and try new strategies to ensure the progress of our ELLs. Our Aussie consultant, Dale Worsely also works with teachers in providing literacy strategies that will help struggling students. These activities include reviewing the Common Core materials from ENGAGE NY and writing units that include scaffolding and support for ESL students. Teachers will write units, implement and revise during the year. They will use summative and formative assessments to determine the success of their units.

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

Guidance counselors receive training on CR-PART 154.2 requirements and transitional placement from Assistant Principal of ESL, Evelyn Acosta and Assistant Principal of Guidance in order to help ENL students transition from the middle school to the high school. In addition, guidance counselors receive PD on appropriate resources for ELL students, accommodations and protocols for placement for Special Education ELL students.

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

All teachers will receive training in order to meet the 50%/15% PD minimum.

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?  
Teachers of ELLs are provided with PD at our weekly inquiry common teacher team meetings. With the new ENL/ELL model, teachers evaluate and modify curriculum during this time as well as provided outreach to selected students that the team has identified. Teachers focus on specific pedagogical strategies and learn how to provide multiple points of entry for sub-groups including ELLs. These activities support delivery of Common Core instruction because it gives teachers the opportunity to reflect on how ELLs learn and how they are providing ELLs with access to meaningful, engaging and cognitively challenging content. In addition, teachers attend MOSL PDs that are provided by our Generation Ready Consultant, Dale Worsely. Teachers are also offered ELL PD during faculty conferences and Professional Development Days. Teachers also attend PD offered by the office of ELLS such as the Bilingual Symposium.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Transitional protocols are provided during ELL Pds. Student demographic data as well as NYSESLAT data is provided to teachers so that they can properly modify instruction for their ELLs.
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.

Teachers of ELLs are provided with PD at our weekly inquiry common teacher team meetings. Teachers evaluate and modify curriculum during this time as well as provided outreach to selected students that the team has identified. In addition, students attend MOSL PDs that are provided by our Generation Ready Consultant, Dale Worsely. Teachers are also offered ELL PD during faculty conferences and Professional Development Days. Teachers also attend PD offered by the office of ELLS such as the Bilingual Symposium. Records are maintained by the Principal's secretary.

### 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?

All parents, including parents of ELLs take part in our Parent Orientation conducted in June. During this orientation, parents are given valuable information that will help their children transition from the middle school to the high school. During that same orientation, a workshop is offered specifically for ELL parents where parent options are discussed and parents have an opportunity to ask questions. Translation is provided. We involve parents in the effort to help ENL and bilingual students meet graduation requirements by providing translated materials on the New State Standards and Graduation Requirements and by holding an orientation for the parents of newly-arrived ELLs as described above. Orientation is ongoing throughout the fall and spring semesters to apprise incoming parents and students of the regulations. Our Parent Coordinator is bilingual in Spanish and English and works closely with the administrative and instructional teams. One of her primary goals is to formulate, translate and disseminate informational materials to our Spanish-speaking parents. These initiatives, together with a series of workshops (including gang awareness, financial aid for college, graduation requirements and parenting skills) have helped create a community of adults whose primary concern is the academic, social and emotional health of English Language Learners. As part of Title III funds, parents also participate in the ENL Saturday class. During these classes, parents work with teachers to receive instruction in an adult ENL Saturday class which focuses on communication, citizenship and practical skills such as letter writing and filling out job applications. They also learn basic technology skills such as wordprocessing, e-mail and internet resources. Parents of ELLs are also involved through the PTA and the SLT team. In addition to parent orientations, we will continue hold mandated individual meetings with parents and LTP members as per CR part 154 requirements.

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. Parent Orientations, presentations at PTA meetings, Achievement Celebration Nights, Workshops by the Hispanic Federation and El Sol, Saturday Parent ENL academy. Our Parent coordinator, Karen Nguyen will help us to promote these events, provide outreach and notify parents and provide translation when needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through the Hispanic Federation college workshops to parents that focus on the college process. Workshops about drug prevention and harmful behaviors are coordinated by our SPARK coordinator, Ms. Isabel Tejada. Translation services are available in Spanish with using our Spanish licensed teacher, Ms. Maria and Parent Coordinator Karen Nguyen. We also partner with EL Sol who provide workshops on health.
5. How do you evaluate the needs of the parents? The needs of parents are evaluated via surveys and parent participation in PTA meetings and the School Leadership Team. In addition, our parent coordinator, Karen Nguyen expresses concerns to the school leadership and guidance counselors on behalf of the parents. The Principal and Assistant Principal also meet with parents during PTA, School Leadership, Orientations and other workshops as well as one on one in order to understand and gauge the concerns of the parents. Translation needs are also assessed and provided via the Language Translation Team.
6. How do your parental involvement activities address the needs of the parents? The various workshops that we have offered to parents, as well as our Saturday ENL classes have been directly implemented as a result of parent feedback. These programs are evaluated using parent feedback as well.

### 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.

Paste response here:



School Name: **HS for Arts and Business**

School DBN: **24Q550**

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)
Ana Zambrano-Burakov	Principal		10/30/15
Evelyn Acosta	Assistant Principal		10/30/15
Karen Nguyen	Parent Coordinator		10/30/15
Mary Hidalgo	ENL/Bilingual Teacher		10/30/15
Marius Titus	Parent		10/30/15
Claudia Velarde	Teacher/Subject Area		10/30/15
Claudia Feltenstein	Teacher/Subject Area		10/30/15
Mercedes Cocco	Coach		10/30/15
	Coach		10/30/15
Marian Reynoso	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		10/30/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 550**      **School Name: High School for Arts and Business**  
**Superintendent: Elaine Lindsey**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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

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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.

Parent/Guardian translation needs are determined by the parental language of preference indicated on the blue emergency card and the Home Language Survey. The information is entered into ATS and used to determine the language of translation necessary. HLIS reports are reviewed by the different constituencies in order to identify the languages spoken by the parents of students. Once the languages are identified, the proper resources and translators are acquired in order to meet the language needs of parents. Reports are monitored by our Pupil Personnel secretary to make sure that they are accurate and that all information is obtained in a timely manner. Home Language Surveys are reviewed by LAB/BESIS coordinator, Mary Hidalgo in order to determine languages spoken and translation needs.

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.

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

## Part B: Creating a Communications Calendar

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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 school documents that require translation include our monthly newsletter which contains upcoming events and critical information. Letters notifying parents of upcoming workshops, school events such as Awards ceremonies (taking place in March and June) and PTA meetings (monthly) and workshops (several times a year) are translated. The school discipline code and Pupil Path registration information is translated. School leadership letters that contain testing dates or important information that affects the school calendar is also translated. Most of our written documentation is translated in-house, otherwise we will request translation requests to the Translation and Interpretation unit at least two weeks ahead of time.

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.

Face to face meetings in our school include Freshman parent orientation, ENL orientation, Parent Teacher Conferences, Saturday Parent Programs, Parent Teacher meetings and Parent Topic Workshops. Parents also attend our Music and Art concerts as well as Award Nights. Informal interactions with parents include meetings with the attendance teacher, guidance and dean's conferences as well as IEP meetings.

## Part C: Providing Language Assistance Services

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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.

Translation services are to be provided on an as-needed basis through translated written communication using translation websites and bilingual staff members. Translation services will be two-way, from teachers to parents and from parent to teachers. We have designated two staff members who are responsible for translating communication from the school in a timely manner. Documents are translated by designated teacher Maria Chacon within one-two days of receiving the communication. Our Skedula

program assists with translation of all academic interim progress reports as well as custom letters generated by teachers, deans, guidance counselors, and other staff. ELL parents receive forms and information in their native language. All parents receive the Parent's Bill of Rights and Responsibilities in their native language.

2. Describe 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.

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

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Staff members will be trained to use these services by disseminating the information during Professional Development Days and Faculty/Department meetings.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Notification requirements for translation and interpretation services will be clearly visible. The Welcome Poster will be posted in the lobby as well as in other visible areas such as the Parent Coordinator's Office. At orientation, parents will be given a copy of the Parent's Bill of Rights and Parents' Guide to Language Access. Parents are also notified by key personnel about their rights to language and translation services.

## **Part F: Monitoring and Quality Control**

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

As a staff, we will discuss the results of parents surveys as well as informal feedback given by parents during the school year in order to assess and modify our translation needs. We will also get feedback from parents who are part of the PTA and School Leadership Team as well as parents who attend our workshops such as our ESL parent classes.