



HIGH SCHOOL OF ART & DESIGN

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 02M630
ADDRESS: 1075 SECOND AVENUE, NEW YORK, NY 10022
TELEPHONE: 212-752-4340
FAX: 212-752-4945

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M630 SCHOOL NAME: The High School of Art & Design

SCHOOL ADDRESS: 1075 Second Avenue, New York, New York 10022

SCHOOL TELEPHONE: 212-752-4340 FAX: 212-752-4945

SCHOOL CONTACT PERSON: Eric Strauss EMAIL ADDRESS: estrauss@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Frances Johnson

PRINCIPAL: Eric Strauss

UFT CHAPTER LEADER: Lawrence Taylor

PARENTS' ASSOCIATION PRESIDENT: Co-President: Carolyn Richburg and
Co-President: Kiney A. Corbett

STUDENT REPRESENTATIVE:
(Required for high schools) Giselle Rodriguez & Paola Cisneros

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: ICI CFN13

SSO NETWORK LEADER: Gerard Beirne

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Eric Strauss	*Principal/Faculty	
Lawrence Taylor	*UFT Chapter Chairperson/Faculty	
Carolyn Richburg	*PA/PTA Co-President/Parent	
	Title I Parent Representative <i>(suggested for Title I Schools)</i>	
Giselle Rodriguez	Student Representative	
	CBO Representative, <i>if applicable</i>	
	Student Representative	
	Student Representative	
	Member/Faculty	
	Member/Faculty	
	Member/Faculty	
Prof. P. Aurora M. Robinson	Chairperson/Parent	
Mariana James	Member/Parent	
Michelle Kurtz-Holden	Member/Parent	
Elliot Smith	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The mission of The High School of Art & Design is to inspire and educate all populations of learners who are artistically gifted to become creative problem solvers and future learners in the world of visual arts. This will be achieved through standards-based hands-on instruction that integrates art, academics, technology and prepares students for the college education that they will need to pursue in their careers. We promote strong ethical values and professional attitudes, fostering a sense of community among our students, staff and parents. Through our efforts, students become enthusiastic life-long learners as well as productive and concerned members of the global community.

Opened in 1936 as the School of Industrial Art, it moved in 1960 into its current location in the center of the city's design district. A modernized facility to be built in the school's current location is currently underway.

In 1960, the schools name was changed to reflect the broadening of its curriculum and today Art and Design offers the following programs of study: Architectural Design, Graphic Design and Illustration, Cartooning and Animation, Fashion Design, Digital Photography and Video and Film. Our Architectural Design, Cartooning and Animation and the Graphic Design and Illustration programs are all New York State approved as Career and Technical Education programs. The Digital Photography course and Fashion Design program will be presented for approval later this academic year. Film and Video Production are in the Self Study stages of CTE development.

Art and Design is a career and technical education school where students now choose a three-year sequence in their major and produce a senior thesis project. They might build a three-dimensional model city, create an animated video or comic book, or produce a complete fashion line.

Students take two periods of art, soon to be three art periods, every day during all four years of high school, with a focus on developing a strong understanding of current industry standards. To make sure students fulfill graduation requirements in both their majors and core academic areas, the school schedules nine periods of classes daily.

We actively encourage students to pursue advanced studies through liaisons with other art organizations. For instance, The School of Visual Arts teaches a class once a week on our premises. Students attend summer classes at The Art Students League. Our juniors and seniors take college level courses at CUNY campuses through the College Now program. We offer a

wide variety of after school art and sports related clubs and teams. We also promote and support internships in art organizations, museums, and various art related businesses.

Art and Design is a selective high school. Potential students must present a portfolio as well as take an entrance examination. Prior grades and attendance records are considered. Art and Design boasts an art gallery, with windows facing Second Avenue. Passersby can see monthly exhibits featuring student work.

The school has a three-room fitness center, a library, a comfortable cafeteria with a mix of small and large tables, and a fully equipped black box theater where the Roundabout Theater Company works with kids on drama. The school also offers two drama performances yearly featuring our own students through Drama Club productions, the largest after school club activity that has a membership of over eighty students.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Art and Design High School							
District:	2	DBN:	02M630	School BEDS Code:	310200011630			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		88.7	90.1	90.7	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		98.8	98.4	98.3	
Grade 4	0	0	0	Poverty Rate - % of Enrollment:				
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 6	0	0	0		42.4	43.7	44.0	
Grade 7	0	0	0	Students in Temporary Housing - Total Number:				
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 9	439	394	442		5	0	12	
Grade 10	406	476	466	Recent Immigrants - Total Number:				
Grade 11	248	212	222	(As of October 31)	2006-07	2007-08	2008-09	
Grade 12	338	288	254		13	11	10	
Ungraded	0	0	0	Special Education Enrollment:				
Total	1431	1370	1384	(As of October 31)	2006-07	2007-08	2008-09	
					13	11	10	
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	65	50	39	Principal Suspensions	75	30	47	
# in Collaborative Team Teaching (CTT) Classes	15	26	34	Superintendent Suspensions	22	30	12	
Number all others	74	80	75					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	1241	
				Early College HS Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09	
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Teachers	74	78	80	
# receiving ESL services only	43	34	31					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	9	14	Number of Administrators and Other Professionals	22	24	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	100.0
	34	22	31	% more than 2 years teaching in this school	67.5	74.1	80.7
				% more than 5 years teaching anywhere	61.0	64.2	63.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	87.0	85.0	86.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	83.8	83.2
American Indian or Alaska Native	0.6	0.3	0.1				
Black or African American	25.6	26.0	27.2				
Hispanic or Latino	58.6	58.3	54.8				
Asian or Native Hawaiian/Other Pacific Isl.	5.7	6.2	6.8				
White	9.4	9.2	10.5				
Male	57.9	53.0	52.2				
Female	42.1	47.0	47.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		IGS	
Math:				Math:		IGS	
Science:				Graduation Rate:		IGS	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					√	√	
Other Groups							
Students with Disabilities					√	√SH	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	6	6	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B	Overall Evaluation:		NR			
Overall Score:	60.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Based on the data available through our most recent Quality Review Report and Progress Report, the following areas have been identified as areas in need of further development:

- **Encourage teachers to use assessment data to plan lessons that meet the different needs and abilities of students.**
- **Formalize the goal setting processes for students following marking periods, so that students, parents and teachers are all aware of all necessary improvements.**
- **Through the English and Social Studies Departments focus on writing skills through weekly writing assignments**
- **Share the school's plans for improvement more widely with the school community, showing clear timelines and measurable goals.**

We have identified two noticeable student performance trends; the continued struggle our students have passing the Global History and American History regent's examination the first time they sit for the test; and the difficulty all of our students have with their writing skills. This year the Inquiry Team will focus on these areas of concern it.

As our Quality Review Report indicates, our current strengths and greatest accomplishments are as follows:

- **Three arts majors have received the CTE designation and the arts curriculum is stimulating and meets industry standards and the students' creative needs.**
- **There is a clear vision for the school's development firmly grounded in raising student achievement through improving the quality of instruction.**
- **The school is a safe and welcoming place of learning where adults treat students with respect and value their ideas and opinions.**
- **There is a strong emphasis on developing students' responsibility and self-esteem.**

- **Very good use is made of data to get an accurate picture of the progress of individual students.**
- **Guidance services are very effective in helping student in need of support and counseling.**
- **The school has developed an excellent and diverse range of partnerships with industry, commerce and institutions of higher education.**

Barriers to our school mission and to increasing services to our school community continue to lay in funding. While we have increased partnerships with non-profit entities, corporations and institutes of higher education, we still need more funding.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal Number 1	
<p>Goal: Math and Science</p>	<p>Describe your goal.</p> <p>Math-increase Integrated Algebra-from 65 to 72% Geometry-from 45% to 52%</p> <p>Science- increase Chemistry-from 65% to 72% Earth Science-from 50% to 55% Living Environment-from 87% to 90% Physics-from 40% to 65%</p> <p>To use formal and informal data to increase the number of students passing the Regents exams in math and science.</p>
<p>Measurable Objective Increase the Regents passing rates by 5% for General education student and 2% for Special Education students</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Math -2009 Regents: General Education-86.8%, Special Education- 75.7%</p> <p>Science-2009 Regents: General Education-84.2%, Special Education-56.8%</p>
<p>Action Plan The Assistant Principal, Math and science will hold weekly meeting with all members of the math and science departments will meet weekly with agendas and notes to discuss classroom observations, data analysis and curriculum to strengthen instruction.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Teachers will compare their passing percentages and mastery levels for each class. A common philosophy and practice of grading will be developed and class grades and Regents results will be aligned. Agreed upon adjustments in instruction and test strategies will be implemented throughout the year. • Teachers will set goals for Regents pass rates in their classes • Item analysis based on Acuity data will be used to analyze the strengths and weaknesses of each individual student. Two ITA exams (individualized task analysis) will be given in October and February. A cumulative predicative assessment exam will be given in March. • Teachers will develop an implement plans to differentiate instruction and support individual student needs. • Scholarship reports on passing and failing levels for each class will be discussed by the principal, assistant principal and department chairs with the math and science teachers for each

	<p>marking period and plans for students reviewed.</p> <ul style="list-style-type: none"> • Passing rates and areas of concern will be formulated based on item analysis of the uniform midterms and finals used in the math and science departments. Instruction will be adjusted to reflect the findings. • Item analysis of the previous years' Regents exams will be reviewed with the teachers. Areas that proved problematic on the exam will be given extra emphasis throughout the school year. Formative and summative assessments will be used to monitor student progress. Extra PM help sessions will be scheduled to aide students. • The teachers and AP will analyze the Regents passing results and collaboratively set specific goals to improve the passing and mastery levels. Instruction will continue to focus on critical thinking, engagement and a focus on areas of concern. • The AP will analyze and discuss Acuity results with each teacher and a learning plan formulated for each student in the lower third of the class. The plan might include differentiated instruction, adjustment of future tests, supplemental homework or class work. Students will demonstrate increased mastery on formative and summative assessments. Additional assessments will show improvements on the specific areas of concern. • The AP will discuss classes with high failure rates from the scholarship report with the teacher. Specific plans are agreed upon regarding attendance, instruction and the administration of exams. Passing percentages will increase in classes with high failure rates by at least 5%. • Teachers will differentiate instruction to reflect the data of exams scores and set specific goals with struggling students. Extra time is given to ensure students master topics before moving onto new ones. The students and teacher agree upon specific learning goals. • Tests will reflect questions appropriate for a Regents level class.
<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Students will demonstrate increased mastery on formative and summative assessments. Additional; assessments will show improvements on the specific areas of concern.
<p>Goal Number 2</p>	
<p>Goal Social Studies</p>	<p>Describe your goal. Increase the passing rate by at least 5% on the Global History and U.S. History Regents for General Education students and 2% for Special Education students.</p>

	To use data analysis and differentiation of instruction to strengthen instruction and Regents preparation in Global History and U.S. History with a focus on the written component.
Measurable Objective Increase the passing rate by at least 5% on the Global History and U.S. History Regents for General Education students and 2% for Special Education students.	Set the measurable target that will define whether you have met your goal. The 2009 scores for General Education were: Global History-General Education- 74.3%, Special Education-40.5% U.S. History-General Education-68.9%, Special Education-48.6%
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding. <ul style="list-style-type: none"> • Weekly meeting with all members of the department to plan, discuss classroom observations, pre and post observation conferences, data analysis and curriculum. • Item analysis of 2009 global and U.S. History regents, the uniform midterm and final Global and U.S. History exams to identify instructional needs with a focus on the written component. • An on-going discussion during department meetings and with individual teachers on how to address students needs (strengths and weaknesses) and on how to implement best practices in teaching. • Mock Regents examinations will be held in early spring to assist teachers to set goals and measurable objectives as well as to familiarize students with testing conditions. • Teachers will develop and implement a plan to differentiate instruction and support the needs of both the general education and special needs child particularly in writing. • Extend the use of alternative teaching strategies (i.e. cooperative learning, differentiated instruction, and workshop model) in the classroom.

Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • The passing rate in the Global Regents and U.S. History Regents will improve by 5%. • The department chair and teachers will analyze the Regents passing results and collaboratively set goals to improve the passing and mastery levels as documented in department meetings agendas and notes. • Instruction will continue to focus on differentiated instruction, critical thinking, essay writing and student engagement and be visible in classrooms during walkthroughs and observations. • The results from formative assessments will be used to identify and address students' weakness and strengths on the regents and set appropriate goals. • The implementation of strategies such as questioning techniques, critical thinking skills, graphic organizers, primary source document analysis will be visible in classrooms during walkthroughs and observations.
----------	--

Goal Number 3	
Goal ELA	<p>Describe your goal. Increase the passing rate on the English Regents by 5% for General Education students and 2% for Special Education students. To align instruction with data analysis and assessment with an emphasis on Regents preparation in all English courses and grades.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal. The Regents pass rate for General education student in 2009 was 83.2%.</p> <p>The Regents pass rate for Special Education students in 2009 was 40.5%. Increase the passing rate on the English Regents by 5% for General Education students and 2% for Special Education students.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Weekly meeting with all members of the department with the Assistant Principal for ELA to plan, discuss classroom observations, data analysis and curriculum. Agendas and notes will be recorded. • A special focus will be placed on data analysis to inform teachers of student achievement on test and Regents examinations. <ul style="list-style-type: none"> - All ELA teachers will do an item analysis of the 2009 Regents results to diagnose students' weakness and strengths and identify focus areas for classroom instruction. - On-going dialogue on how to address students' needs, strategize and implement best practices to achieve skills mastery will occur. • Mock Regents examinations will be conducted in November to help teachers to set goals, measurable objectives and timeframes.

	<ul style="list-style-type: none"> • Assessment data will be used in the lesson planning to provide differentiated instruction. • Extend the planning process, common time planning for teachers so that there are measurable goals, interim checkpoints to evaluate progress and make revisions/adjustments as needed. Students will be involved in analyzing their progress and assessing their goals. • Extend the goal setting process to include more differentiated plans to meet students' individualized learning. Students and teachers will set goals at the beginning of the term as well as during interim checkpoints, 1st, 2nd and 3rd marking periods. Teachers' will modify and differentiate instruction as needed. • Weekly, Regents preparation classes will be held for all students.
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • The results from formative and summative assessments will be used to identify and address students' weakness and strengths on the regents and set goals. • Differentiation of instruction will be provided to address individual student needs. • The identification and implementation of strategies such as various levels of questioning techniques, note-taking, graphic organizers, etc. will be used to enhance and master reading and writing skills.

Goal Number 4	
Goal Special Education	<p>Describe your goal. Increase the number of CTT students in the 9th, 10th, 11th, 12th grades who have passed a regents examination at the end of the fall and spring semesters by 5% and increase the number of Integrated Support Services students receiving a Regents diploma by 5% while decreasing the number of students receiving an RCT diploma by 5%.</p> <p>To establish and implement formalized periodic goal setting procedures to more efficiently develop and monitor academic growth of special needs students with a focus on students in the lowest one third in the areas of English Language Arts; Global and American history; science; and Integrated Algebra to raise the academic achievement of students with IEP's.</p>
Measurable Objective	<p>Set the measurable target that will define whether you have met your goal. Increase the number of CTT students in the 9th, 10th, 11th, 12th grades who have passed a regents examination at the end of the fall and spring semesters by 5% and increase the number of Integrated Support Services students receiving a Regents diploma by 5% while decreasing the number of students receiving an RCT diploma by 5%. The tool to be used is ARIS.</p>
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p>

	<p>The primary responsibility will be shared between the guidance department and the special education department. Guidance counselors and the coordinator of special education will develop student profiles using the Daedalus school management software system to monitor record and share pertinent information regarding individual student needs and progress. Intervention programs will be developed with particular emphasis on differentiating instruction and studying for upcoming regents examinations. Feedback will be provided to the general education teachers to be used to further differentiate and inform instruction. The Guidance Department and Special Education Department will schedule periodic meetings to review specific cases.</p> <p>Target small group instruction for students in the lowest one third will be scheduled.</p>
<p>Evidence</p> <p>Students will demonstrate increased mastery on formative assessments and summative assessments.</p> <p>The Guidance Department and Special Education Department will meet bi-weekly to review test scores and to access Regents readiness.</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Student profiles developed and recorded in the Daedalus school management system. Minutes from joint department meetings, and Acuity exam reports.</p> <p>Students in the lowest one third will increase their Regents test scores.</p>

Goal Number 5	
<p>Goal</p>	<p>Describe your goal.</p> <p>Increase the number of CTT students in the 9th, 10th, 11th, 12th grades who have passed a regents examination at the end of the fall and spring semesters by 5% and increase the number of Integrated Support Services students receiving a Regents diploma by 5% while decreasing the number of students receiving an RCT diploma by 5%.</p> <p>To develop relevant and effective technical assessments that reflect industry standards and is aligned with post secondary educational institutions to provide students with CTE endorsed diplomas in Cartooning and Animation, Graphic Design and Illustration, and Architectural Design when they graduate in June.2010.</p>
<p>Measurable Objective</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> All CTE teachers will meet with self-study teams for each major to

	<p>address current technical assessments in the following majors: Cartooning and Animation, Graphic design and Illustration, and Architectural Design.</p> <ul style="list-style-type: none"> • All students in CTE approved programs' will complete technical assessments which include (1)industry approved written exams that meet industry standards,(2) appropriate final projects, and(3) portfolio and technical demonstrations which industry and post-secondary partners will assess based on a standards based rubric developed with the self study teams. • 80% of all the students in cartooning and animation, Graphic Design and illustration, and Architectural Design will receive CTE endorsed diplomas in June.
Action Plan	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Create self study teams which include industry professionals as well as post secondary professionals to review every New York State approved CTE program at Art and Design. • Prepare written exams, final projects, and rubrics for each major. • Review technical assessment requirements of each program with the self study team members. • Request written responses to these assessments from the industry and post secondary partners. • Incorporate these recommendations to ensure that the assessments are based on industry standards. • Schedule student portfolio/project reviews with industry partners and post secondary for June 2010.
Evidence	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Cartooning and Animation, Graphic design and Illustration, and Architectural Design will have appropriate technical assessments on file for review. • Letters supporting these assessments will be available for review. • All students' technical assessment scores will be posted on HSST for review.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA – English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To align instruction with data analysis and assessment with an emphasis on Regents preparation in all English courses and grades.</p> <p>Increase the passing rate on the English Regents by 5% for General Education students and 2% for Special Education students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding:</p> <p>Weekly meeting with all members of the department with the Assistant Principal for ELA to plan, discuss classroom observations, data analysis and curriculum. Agendas and notes will be recorded.</p> <p>A special focus will be placed on data analysis to inform teachers of student achievement on test and Regents examinations.</p> <ul style="list-style-type: none"> - All ELA teachers will do an item analysis of the 2009 Regents results to diagnose students’ weakness and strengths and identify focus areas for classroom instruction. - On-going dialogue on how to address students’ needs, strategize and implement best practices to achieve skills mastery will occur. <p>Mock Regents examinations will be conducted in November to help teachers to set goals, measurable objectives and timeframes.</p>

	<p>Assessment data will be used in the lesson planning to provide differentiated instruction.</p> <p>Extend the planning process, common time planning for teachers so that there are measurable goals, interim checkpoints to evaluate progress and make revisions/adjustments as needed. Students will be involved in analyzing their progress and assessing their goals.</p> <p>Extend the goal setting process to include more differentiated plans to meet students' individualized learning. Students and teachers will set goals at the beginning of the term as well as during interim checkpoints, 1st, 2nd and 3rd marking periods. Teachers' will modify and differentiate instruction as needed.</p> <p>Weekly, Regents preparation classes will be held for all students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We plan to utilize Title 1 Funding (ARRA) as a school wide program. We will use this funding to supplement instruction, PM school/credit recovery and professional development for English teachers. We will also use Children First monies to achieve our ELA goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The results from formative and summative assessments will be used to identify and address students' weakness and strengths on the regents and set goals.</p> <p>Differentiation of instruction will be provided to address individual student needs.</p> <p>The identification and implementation of strategies such as various levels of questioning techniques, note-taking, graphic organizers, etc. will be used to enhance and master reading and writing skills.</p> <p>Once identified by the Inquiry Team, key literacy areas of the English Regents (main idea, etc.) will be monitored through periodic Acuity testing, and gains will be shared/distributed. The department developed formal assessments based on the English Regents will be developed and implemented to monitor the progress of the blocked at-risk group against the larger student population.</p> <p>Item analysis of 2009 English Regents, the uniform midterm and final English 9-12 exams to</p>

identify instructional needs with a focus on the written component.

Mock Regents examinations will be held in early spring to assist teachers to set goals and measurable objectives as well as to familiarize students with testing conditions.

The passing rate in the English Regents will improve by 5%.

The results from formative assessments will be used to identify and address students' weakness and strengths on the regents and set appropriate goals.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Social Studies**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By holding all teachers accountable for using assessment data to inform and drive instruction, measurable gains should be noticed in all Regents exam statistics and credit accumulation.</p> <p>Measurable Objective: Increase the passing rate by at least 5% on the Global History and U.S. History Regents for General Education students and 2% for Special Education students.</p> <p>The 2009 scores for General Education were: Global History-General Education- 74.3%, Special Education-40.5% U.S. History-General Education-68.9%, Special Education-48.6%</p> <p>To use data analysis and differentiation of instruction to strengthen instruction and Regents preparation in Global History and U.S. History with a focus on the written component</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Primary responsibility will be placed upon the Inquiry Team which will meet on a regular basis to develop profiles of at-risk students, apply these profiles to current 9th, 10th and 11th grade students, and develop an intervention plan that will include the development of a blocked English/History class that will focus upon literacy skills specific to student success on the Regents. Best practices from this program will be disseminated to all classes.</p> <p>Weekly meeting with all members of the department to plan, discuss classroom observations, pre and post observation conferences, data analysis and curriculum.</p> <p>An on-going discussion during department meetings and with individual teachers on how to</p>

	<p>address students needs (strengths and weaknesses) and on how to implement best practices in teaching.</p> <p>Teachers will develop and implement a plan to differentiate instruction and support the needs of both the general education and special needs child particularly in writing.</p> <p>Extend the use of alternative teaching strategies (i.e. cooperative learning, differentiated instruction, and workshop model) in the classroom.</p> <p>The department chair and teachers will analyze the Regents passing results and collaboratively set goals to improve the passing and mastery levels as documented in department meetings agendas and notes</p> <p>The implementation of strategies such as questioning techniques, critical thinking skills, graphic organizers, primary source document analysis will be visible in classrooms during walkthroughs and observations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>As a significant percentage of our ESL/ELL population fall into the category of first-time Global and U.S. History Regents failures, we intend to allocate a portion of our Title III funding to provide enrichment materials and after school instruction for this population of students.</p> <p>Instruction will continue to focus on differentiated instruction, critical thinking, essay writing and student engagement and be visible in classrooms during walkthroughs and observations</p> <p>We plan to utilize Title 1 Funding (ARRA) as a school wide program. We will use this funding to supplement instruction, PM school/credit recovery and professional development for English teachers. We will also use Children First monies to achieve our ELA goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Once identified by the Inquiry Team, key literacy areas of the Global and U.S. Regents (main idea, etc.) will be monitored through periodic Acuity testing, and gains will be shared/distributed. Two department developed formal assessments based on the Global and U.S. Regents will be developed and implemented to monitor the progress of the blocked at-risk group against the larger student population.</p> <p>Item analysis of 2009 global and U.S. History regents, the uniform midterm and final Global and U.S. History exams to identify instructional needs with a focus on the written component.</p>

Mock Regents examinations will be held in early spring to assist teachers to set goals and measurable objectives as well as to familiarize students with testing conditions.

The passing rate in the Global Regents and U.S. History Regents will improve by 5%.

The results from formative assessments will be used to identify and address students' weakness and strengths on the regents and set appropriate goals.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math and Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By holding all teachers accountable for using assessment data to inform and drive instruction, measurable gains should be noticed in all Regents exam statistics and credit accumulation.</p> <p>To use data to increase the number of students passing the Regents exams in math and science. This includes an increase of both 65+ and 85+ scores.</p> <p>Math- Integrated Algebra-from 65 to 72% Geometry-from 45% to 52%</p> <p>Science- Chemistry-from 65% to 72% Earth Science-from 50% to 55% Living Environment-from 87% to 90% Physics-from 40% to 65%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly meetings with all members of the department to discuss classroom observations, data analysis and curriculum.</p> <p>A major focus will be the use of data to inform teaches of statistical information regarding passing rates on tests, classes and regents exams. The data will be collected from:</p> <p>Reflection on the passing rates for each teacher for the regents exams. Teachers will analyze</p>

	<p>and comment on the passing rates for both 65+ and 85+ in their classes. The teacher and the assistant principal will agree on strategies to improve the passing rates with tests, curriculum and instructional practices.</p> <p>Scholarship reports will be analyzed after each marking period to analyze the passing and failure rates for each teacher. The assistant principal and teacher will review strategies to improve academic success for classes with high failure rates.</p> <p>Acuity standardized tests will be given three times during the year for Integrated Algebra. Each student will be statistically analyzed for their strengths and weaknesses in this course.</p> <p>Item analysis will be conducted on the previous year's Regents exams and the uniform midterms and finals to determine areas of concern. Instruction will be adjusted based on the findings. Formative and summative assessments will be used to monitor the progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Extra Funding will be provided for students who are struggling with the Regents exams or the classes for them. PM school has been specifically designed for these students and will be available in the fall and spring term. The math and science courses will focus on the classes that all students need for graduation: Integrated Algebra or Living Environment. The instructors will ensure that instruction focuses on building basic skills, developing problem solving techniques and preparing for the questions they will find on the Regents exam.</p> <p>Funding for tutoring sessions for all the Regents exams in math and science will be provided. The sessions will be held after school in the weeks leading up to the exams. The instructors will use data analysis of past exams to determine areas that need extra work and time. Specific problems from past exams will be analyzed and completed in these sessions.</p> <p>Teachers have been given circular six assignments that provide tutoring for students during their lunch hour. A room has been provided for any student with a math or science questions can go to and receive instruction from a teacher. The sessions have been publicized and will be available for the whole year. Specific or general knowledge questions will be answered and discussed.</p> <p>Acuity ITA and Predictive exams are being used to monitor the results of students' progress</p>

	<p>with different math skills in Integrated Algebra. A comparison of results and progress is being compiled and monitored by the individual teachers. Areas that prove problematic for individual students will be reviewed and monitored. Differentiated instruction based on these skills will occur in classes.</p> <p>Professional development in acuity, aris and the use of rubrics in class will be provided. The focus of these sessions will be on how to analyze data and students work. Based on these observations, classes will be organized around individual students' strengths and weaknesses.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The teachers and assistant principal agree upon the analysis of the data from the Regents exams. Specific goals regarding pedagogy, tests and curriculum are established.</p> <p>Acuity results are analyzed and discussed by the teacher and assistant principal. Specific learning plans are developed for classes and individual students. Future assessments see an improvement in areas of concern.</p> <p>The assistant principal and teacher agree on strategies to help classes with higher failure rates. Specific recommendations are established to improve attendance, instruction and tests. Passing percentages will increase in classes with high failure rates by 10%.</p> <p>Differentiated instruction is provided to each student to reflect the data of exams scores. Extra time is given to ensure students master topics before moving onto new ones.</p> <p>Tests given in classes reflect questions that are appropriate for a Regents exam. Test questions are generated to reflect data regarding passing rates on previous tests and assessments. Passing rates improve during the year by 10%.</p> <p>Regents passing rates result in the established goals set earlier in the year.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To establish and implement formalized periodic goal setting procedures to more efficiently develop and monitor academic growth of special needs students with a focus on students in the lowest one third in the areas of English Language Arts; Global and American history; science; and Integrated Algebra to raise the academic achievement of students with IEP’s.</p> <p>Increase the number of CTT students in the 9th, 10th, 11th, 12th grades who have passed a regents examination at the end of the fall and spring semesters by 5% and increase the number of Integrated Support Services students receiving a Regents diploma by 5% while decreasing the number of students receiving an RCT diploma by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The primary responsibility will be shared between the guidance department and the special education department. Guidance counselors and the coordinator of special education will develop student profiles using the Daedalus school management software system to monitor record and share pertinent information regarding individual student needs and progress. Intervention programs will be developed with particular emphasis on differentiating instruction and studying for upcoming regents examinations. Feedback will be provided to the general education teachers to be used to further differentiate and inform instruction. The Guidance Department and Special Education Department will schedule periodic meetings to review specific cases.</p> <p>Target small group instruction for students in the lowest one third will be scheduled.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Significant portion of the current software budget has been used to purchase and implement the Daedalus system. In addition to the software investment, an additional assistant principal whose primary function is to serve as technology advisor and data specialist has been hired to help train and familiarize the staff on the use of this software system.

In September, the Special Education Department will:

1. Review and analyze JHS data of incoming freshman
2. Review and analyze Individualized Education Plans of all students
3. Together with the general education teachers and the Guidance Department,
 - o Establish a timeline of meetings to
 - o analyze assessment data and make informed decisions about academic and behavioral interventions
 - o Share informal assessment procedures
 - o Provision Individualized Education Plans according to Section 408
 - o Provide professional development to teachers to implement interest inventories and learning style surveys to students to develop differentiated instructional techniques
 - o Establish a timeline of meetings to develop “Best Practices” protocol for Regents Prep
4. Plan implementation of academic intervention programs to target lowest third i.e. The Rewards Reading Intervention Program, The Rewards Writing Intervention Program, Math 1:1 Peer Tutoring

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The Guidance Department and Special Education Department will meet bi-weekly to review test scores and to access Regents readiness.

Student profiles will be developed and recorded in the Daedalus school management system, and minutes from joint department meetings, and Acuity exam reports will be assessed.

Students will demonstrate their increased mastery on formative assessments and summative

assessments.

Students in the lowest one third will increase their Regents test scores.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): CTE - Art

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop relevant and effective technical assessments that reflect industry standards and is aligned with post secondary educational institutions to provide students with CTE endorsed diplomas in Cartooning and Animation, Graphic Design and Illustration, and Architectural Design when they graduate in.</p> <p>All CTE teachers will meet with self-study teams for each major to address current technical assessments in the following majors: Cartooning and Animation, Graphic design and Illustration, and Architectural Design.</p> <p>All students in CTE approved programs’ will complete technical assessments which include (1) industry approved written exams that meet industry standards,(2) appropriate final projects, and(3) portfolio and technical demonstrations which industry and post-secondary partners will assess based on a standards based rubric developed with the self study teams.</p> <p>80% of all the students in cartooning and animation, Graphic Design and illustration, and Architectural Design will receive CTE endorsed diplomas in June.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Create self-study teams which include industry professionals, as well as, post secondary professionals to review every New York State approved CTE program at Art and Design.</p> <p>Prepare written exams, final projects, and rubrics for each major.</p> <p>Review technical assessment requirements of each program with the self study team members. Request written responses to these assessments from the industry and post secondary partners.</p>

	<p>Incorporate the se recommendations to ensure that the assessments are based on industry standards.</p> <p>Schedule student portfolio/project reviews with industry partners and post secondary for June 2010.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>During the 2009-2010 VTEA funding allocation will be used to purchase the ADOBE Certification Associate Program. Professional Development funding will be utilized to prepare teachers to administer exams.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Research programs at post secondary educational institutions to compare New York State approved CTE programs against the requirements at these institutions. • Research and purchase technical exams for CTE programs. • Review technical assessment s • Create self study teams which include professionals from industry and post secondary institutions to review New York State approved CTE programs at Art and Design. • Review technical assessment requirements for students with self study team members. • Review recommendations from the self study team members and complete adjustments to programs by May. • Prepare students for technical assessment exams and familiarize students with process and format of these assessments. • Arrange portfolio review of students’ portfolios with industry partners. • Administer both technology exams as well as exit exams for students in all CTE majors. • Post all CTE students’ technical assessment scores on HSST for review. <p>Indicators of interim Progress and/or Accomplishments:</p> <ul style="list-style-type: none"> • Review current technical assessment for all New York State approved CTE programs. • Ensure that all relevant student data is posted on HSST. • Review expectations of technical assessments with students and develop a rubric with students. • Determine weaknesses and ensure that all written exit exams are completed and on file by the start of the spring semester. • Purchase independent technical assessment technology exams to be able to review these

exams with students and practice by the start of the spring semester.

- Schedule self study team meetings to be completed by the spring school vacation to allow time to make adjustments if needed.
- Prepare students for the technology exams by providing practice exams.
- Schedule students portfolio review with industry partners to take place between May 15 and June 15,2010
- Administer both technology exam and written exit exam.
- Post students outcomes on HSST.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	82	54	54	82	18	6	15	10
10	22	33	33	34	21	3	15	15
11	53	51	48	62	23	4	20	22
12	59	55	57	59	12	2	23	25

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • The English teachers provide one-to-one or small group tutoring daily during lunch time and/or after school. We have a partnership with SVA (School of Visual Art) and the Macaulay Honors Program @ Hunter College who provide after school and Saturday tutorials. • After school courses are offered in PM school for credit recovery. • The CTT class combines the talents and skills of two experienced teachers who assist both general education as well as ISS students. These students received individualized attention and differentiated instruction during the 2nd period when the class meets daily. • In class Regents preparation. • Accommodate students with sample Regents exams. • Intensive Regents preparation class for seniors who have failed the Regents.
Mathematics:	<ul style="list-style-type: none"> • One-to-one or small group tutoring during the school day. • Regents after school tutoring in January and June. • Lab make-ups for science after school. • CTT classes where teachers work and plan together and provide the individualized attention and differentiated instruction for students when the class meets daily. • In class Regents preparation.
Science:	<ul style="list-style-type: none"> • One-to-one or small group tutoring during the school day. • Regents after school tutoring in January and June. • Lab make-ups for science after school. • CTT classes where teachers work and plan together and provide the individualized attention and differentiated instruction for students when the class meets daily. • In class Regents preparation. • Lab make-ups for science after school

Social Studies:	<ul style="list-style-type: none"> • Social Studies tutoring is done by three licensed social studies teachers. • Each teacher meets one period a day to work on social studies remediation with the students. • Each January and June, two teachers are selected to do Regents prep during after school sessions.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One-to-one and small group counseling, peer mediation, parent outreach and referral to outside organizations and agencies.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Small group and individual counseling; consultations with parents and staff on a one-to-one basis during the school day.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Individual and small group counseling; consultations with teachers, guidance counselors, and parents; referrals for mental health services, tutoring services, adolescent health services, and social services.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Consultation with the nurse; consultations with teachers, guidance counselors and parents; referrals for adolescent health services.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District 02	School High School of Art & Design
Principal Eric Strauss	Assistant Principal Namita Dwarka
Coach N/A	Coach N/A
ESL Teacher Barbara Komansky	Guidance Counselor Jan McCray
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Janeen Johnson
Related Service Provider	SAF
Network Leader Elaine Gorman	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	4
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1417	Total Number of ELLs	38	ELLs as Share of Total Student Population (%)	2.68%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0
Freestanding ESL					
Self-Contained	3	1	2	1	7
Push-In/Pull-Out	0	0	0	0	0
Total	3	1	2	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	19

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	3	12	0	4	19	0	8	38
Total	7	0	3	12	0	4	19	0	8	38

Number of ELLs in a TBE program who are in alternate placement: ____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish					0
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic					0
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Yiddish					0
Other					0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian Creole									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers: ____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	9	10	6	2	27
Chinese	2	2	2		6
Russian					0
Bengali		1			1
Urdu					0
Arabic		1			1
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian			1		1
Other	1	1			2
TOTAL	12	15	9	2	38

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

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

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	1
Intermediate(I)	6	4	1	0	11
Advanced (A)	4	11	4	2	21
Total Tested	11	15	5	2	33

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	0	0	0	0
	A	5	1	0	1
READING/WRITING	B	1	0	0	0
	I	6	5	4	1
	A	1	9	7	1

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Integrated Algebra	12	0	9	0
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	8	0	6	0
Physics				

Global History and Geography				
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				
Other				
Other				

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Strauss	Assistant Principal		
Janeen Johnson	Parent Coordinator		

Barbara Komansky	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
n/a	Coach		
n/a	Coach		
Jan McCray	Guidance Counselor		
	School Achievement Facilitator		
Elaine Gorman	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 02M630 LAP 2009-2010_ FINAL.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M630_
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: NYCDOE
Keywords:
Comments:
Creation Date: 2/1/2010 2:03:00 PM
Change Number: 2
Last Saved On: 2/1/2010 2:03:00 PM
Last Saved By: NYCDOE
Total Editing Time: 1 Minute
Last Printed On: 3/9/2010 10:37:00 AM
As of Last Complete Printing
Number of Pages: 9
Number of Words: 3,866 (approx.)
Number of Characters: 22,040 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9 - 12 **Number of Students to be Served:** 38 LEP 0 Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

- **Title III funds are used at HSAD to immerse All HSAD ELLs in the experience of creating, performing, critiquing and analyzing the mechanics and literature of drama. The title of this program, “Page to Stage,” is offered to students via services provided in conjunction with the Roundabout Theatre Company. It incorporates curriculum texts to promote understanding and mastery of drama, the purpose of which is to promote ELL enfranchisement in a wide range of forms of English (academic, social, colloquial, etc.).**
- **In “Page to Stage,” students attend workshops twice a week, for six weeks each in the fall and spring semesters. The workshops are staffed by the certified, licensed ESL teacher, and a certified, licensed drama teacher/teaching artist from the staff of the Roundabout Theatre Company. Students read scripts and other literature, participate in acting, speech and movement classes, and write and perform dramatic dialogs and scenes to be critiqued by teachers and peers. Students attend performances by the Roundabout Theatre Company on Broadway twice during the school year. Parents are invited to accompany their children on these theater outings, and tickets are provided to them free of charge. ELL students are provided with special pre- and post-show debriefings by the Roundabout Theatre Company teaching artist.**

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- The ESL teacher will continue to attend regional and citywide professional development workshops appropriate to her professional needs and growth. Additionally, we are engaging the New York City Writing Project to conduct professional development activities to familiarize our entire staff with best practices for ESL students. Administration plans to schedule in-house professional development sessions devoted to using ESL strategies in teaching content area subjects. Administration and teachers will seek opportunities for content area teachers to attend workshops specifically geared to serving ELLs across the curriculum.

Form TIII – A (1)(b)

School: HS of Art & Design BEDS Code: 3102 0001 1630

**Title III LEP Program
School Building Budget Summary**

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"> - Per session - Per diem 	\$2,993.00	60 hours of per session for ESL teacher to support ELL Students: 60 hours x \$49.89 (current teacher per session rate with fringe) = \$2,993.00
Purchased services <ul style="list-style-type: none"> - Roundabout Theatre Co.: High quality curriculum development contract. - - - NYC Writing Project: High quality professional development. - 	\$7,637.00 3,802.00	Roundabout Theatre Company <i>Page to Stage</i> workshops: Includes 12 residency visits with RTC teaching artist; 12 curriculum development/planning sessions with RTC teaching artist; tickets to two RTC Broadway performances for all students and their parents; pre- and post-show workshops for RTC Broadway performances. Professional development for delivery of core curriculum subjects for all non-ESL teachers at HSAD. Includes <u>10 two hour sessions</u>, staffed by <u>two staff</u> developers from NYCWP.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$200.00 \$368.00	Roundabout Theatre guides (to accompany curriculum development) Books: Set of <i>The Glass Menagerie</i> (40 x \$9.20), to support

		Roundabout Theatre curriculum development and implementation.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - **By using the ATS report RHLA, we determined that 37 languages other than English are used in the homes of 600 of our students. We ranked these language groups based on the numbers of home in which each occurs, thereby establishing translation needs levels.**
 - **We predicted that there would be needs to translate both DOE and school documents. Taking into account that document translation services for seven of the 37 languages are available through the DOE Translation and Interpretation Unit, we established translation needs for both school documents and the DOE documents that would not be offered by the Translation and Interpretation Unit.**
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - **Various needs assessments, such as ATS report RHLA, Emergency Blue Cards, Parent Coordinator Survey and Conferences, enabled us to obtain a more accurate description of the needs. These assessments were necessary to ensure a valid budget and appropriate strategy to reach out to all those non-English speaking parents in their home language. It will enable parents to support shared parent-school accountability, education options, and parents' capacity to improve their children's achievement. Furthermore, it provides another avenue to increase parental involvement, ultimately confirming accountability toward the child's overall benefit**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - **DOE Documents: Two documents translated into three non-Translation unit languages**
 - **School Documents: Four documents translated into the seven lead language groups. (None of these documents will be available through the translation unit**
 - **Personnel hired to conduct translation activities will provide native-language typing services, when required**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - **Using the same data from RHLA, as well as surveying the teaching faculty, we determined that our oral interpretation needs fall into two categories. Interpreters will be needed for Parent/Teacher Afternoon and Evening Conferences, for parent meetings and for oral translation of phone messages**
 - **Licensed teachers will provide all oral interpretation, paid per session rate for time outside the normal school day.**
 - **Parent/Teacher afternoon and Evening Conferences will require five interpreters in the five lead languages to attend each of the four Parent/Teacher Conferences**
 - **Phone Messages will require five interpreters in the five lead languages, to record three phone messages over the course of a semester**
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - **The school fulfills Section VII of the Chancellor's Regulation A-663 regarding parental notification for translation and interpretation services by mailing the Language Assistance Service Letter in native languages to all non-English speaking homes. Letters are backpacked with the student. Phone messages are issued as a reminder that the Language Assistance Letter is available. A copy of such notification is kept with the ESL coordinator. Parents are encouraged to speak with the ESL Coordinator, Guidance Counselors and Parent Coordinator for assistance.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$908,738	\$908,738
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,087		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		-	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,436		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		-	
6. Enter the anticipated 10% set-aside for Professional Development:	\$94,737		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		-	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **81%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All teachers will NOT teach more than 1 class out of license. All teachers who are teaching out of license will take classes/state tests to become highly qualified teachers.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Art & Design High School will implement required school parental involvement policy components as follows:

- involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, in an organized, ongoing, and timely way under section 1118(b) of the ESEA
- inform parents in a timely manner through the automated phone system, memos, newsletters, and the web page.
- provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
- update its Parental Involvement Policy to meet the changing needs of parents and the school through
 - o meetings to inform parents of any changes at varying times,
 - o think about transportation, child care,

The parents expect the school administration will provide the following services in accordance with section 1118 (b) of the ESEA.

- Best Practices to reach all parents and ethnicities represented in attendance at Art & Design High School.
- Information Transparency in understanding the terminology used by DOE for parents (produce and provide an information sheet of the acronyms used)
- Counseling and Instruction for parents who are experiencing difficulty understanding the rules and regulations of DOE in respect to:
 - All documents distributed by the school will be in Spanish at all times without excuse (this is the largest population represented)
 - Child advancement Scores explained in all population languages represented in attendance at Art & Design High School
 - PSAT scores and Parent training on how to understand and use the scores for advancement

- Parental training to use the new ARIS system
- Workshops that reflect the needs of parents and students in promoting financial stability
- The posting of all minutes from the PTA and SLT
- Make available the school's parent compact for all parents (English and Spanish)

This will encourage parents to attend these meetings; the school can offer training to parents to improve student success and achievement.

In situations that prevent parents from coming to the school for meetings, school personnel may email, mail or phone meeting notes to the parents

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The school can incorporate the school-parent compact as a component of its School Parental Involvement Policy. The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page. During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student. As needed, the school-parent compact will be included in school newsletters

In order to improve or maintain STUDENT ACADEMIC ACHIEVEMENT, there can be parent training and Family Nights

The school will provide assistance to parents in understanding topics such as the following:

- the State's academic content standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I SWP
- monitoring their child's progress, and
- how to work with educators

Parents will receive training and necessary information on the topics above through: PTA workshops, highlights of the standards, list of web sites, school sponsored trainings and workshops. The school will provide materials and training such as literacy training, using

technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.

The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents, and to support a partnership between the school community and the community at large, in order to improve the academic achievement of the students, the parents of Art and Design High School will promote, participate and support the following activities:

- ✚ Bringing speakers to the school and developing networking opportunities for students, instructors and parents.
- ✚ Bring Admission Officers from local colleges to assist in the application process
- ✚ Work with TWEED (NYC Organization) to construct a college information handbook.
- ✚ Work with the Art Department on the development of an Arts Committee to promote student creativity, exhibition and industry networking.
- ✚ Design a Portfolio Development workshop for Junior and Senior students for college admissions.
- ✚ Organizing a functional Spanish speaking liaison that will include the largest student population attending Art & Design High School.
- ✚ Working to promote the new PTA room on campus for the dissemination of essential school related information, services and needs to all parents.
- ✚ To partake in all Quality Reviews of the achievements of students attending Art & Design High School
- ✚ Taking students to College fairs and touring institutions for future college selection.
- ✚ Making the academic language transparent to the parents, i.e. acronyms used in most DOE (Department of Education) documents.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Data pertaining to student performance on English, US History, and Global History Regents exams, as well as PSAT and SAT over the past 4 years has been analyzed and assessed to identify gains, trends, and areas of concern. Using these findings, curriculum has been re-aligned to better meet the needs of all students, particularly those in students in identified target areas.

Walk-through and formal observations have, and continue to, take place on a regular basis to evaluate effectiveness of instructional strategies implemented by classroom teachers and to monitor progress of student academic performance.

Data and information gathered through both the observation process and the results of student assessments has been used to develop a continuum of instructional expectations, providing teachers in these departments with clear expectations. This continuum of expectations has been identify the teacher's current level of delivery of instruction and has facilitated the goal setting process between teacher and assistant principal.

This goal setting and assessment process has been clearly explained and modeled so teachers may implement similar processes with their students as they gather data, assess and monitor student performance over the course of the school year.

Teachers use formative assessments and data to inform instruction in the art department. Uniform assessments in all of the majors assist to guide curriculum writing. Comprehensive arts regents are used as assessments when planning new components like Art History. New and current industry software requirements are addressed through departmental professional development sessions.

The art department would benefit from:

- **Common planning time to extract meaningful data from the assessments according to grades and majors**
- **Conduct parent and student surveys for feedback on programs**
- **Review Regents exams to use data to include/change instruction.**

By looking at the January Regents data we have identified areas of weakness. This data will help us create supplementary programs which can address the needs of our students

Funding from Title 1 can be used to reduce class sizes and provide supplementary Math and Literacy Labs for the identified poor achieving areas

- **Math B**
- **Global Studies**
- **US History**
- **Earth Science & Physics through early intervention, we plan to review the 8th grade ELA and Math scores of our incoming student to program them effectively to ensure that student achieve the maximum number of credit for promotion. The data suggest that the moment student fall behind it becomes difficult catch up. Title I funding will enable us to target the students with identified low reading and math score to support them academically.**

The past data shows that approximately one half of each incoming class score at a 2 or lower. While the students are artistically inclined the low reading scores will prevent them from mastering the academic subjects needed to achieve advance regents diploma. With Title I

funding we will provide additional after school tutoring opportunities to improve students reading comprehension skills and enable them to be competitive academically at Art and Design and beyond.

Analysis of student Regents grades demonstrates that number of students with Regents average above 85 is low and shrinking each year as students take upper class exams. It also shows that the number of students with a failing Regents average is growing. The data requires that we institute regular regent preparation activities early for both underachieving student to move them into the 65-84 group as well as for our achieving students to move them from the middle group to the above 85 average group. This is essential in moving our student to the next level academically as we increase the number of students receiving Regents Diplomas in each category from last year.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A monthly department meeting is held where the ELA program is discussed and reviewed. NY ELA standards are reviewed and discussed. The standards are applied to effective instruction, literature studied, and the various writing activities at the various grade levels.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYS standards are addressed in pedagogy in all ELA classes. Professional Development is focused on the standards being taught which includes listening, speaking, critical thinking and writing activities. We are currently broadening our selection of literature to accommodate the various levels of students we serve. Additionally, it is evident through formal observations that all NYS standards are being addressed.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will formulate a curriculum map across the grades to indicate what specific skills should be taught and mastered; strategies to be utilized and outcomes to be attained. Our school needs additional support on ELA curriculum mapping so that we can enhance our academic rigor.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Math Department at the High School of Art and Design is aligned with the content strands provided by the state. Like all schools, we have made the transition from Math A and B to the new Integrated Algebra, Geometry and Trigonometry courses. The focus of all the classes is preparing the students for the Regents exams. For the last four years, the math department has received the highest score on the school's progress report. The curriculum used is based on the New York State Math Core Curriculum. All lessons incorporate the content and process strands developed by the state. The focus for the content is what is being taught, the focus for the process is how to do it. All teachers of the same course follow the same curriculum and work together on lessons, tests and projects. Midterms and finals are uniform and approved by the teachers involved. Professional development is focused on the use of data in adjusting instruction so that students succeed in classes.

Incorporating the process strands of problem solving, reasoning, communication, connections and representation is a goal for every lesson. To facilitate this, it is expected that all classes exhibit group work, use student discussions to develop concepts and ideas, and connect to the real world and with previous learning. The Regents math curriculum is sequential, previous knowledge is necessary to master new ones. Teachers review previous knowledge that is necessary to master new ones

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Department conferences and professional development sessions have honed in on student engagement and differentiation of instruction. Teachers are being trained on the following three major components of a lesson: The Mini Lesson, The Work Period which includes turn and talk/cooperative learning and share out. With this model, teachers differentiate instruction to enhance student engagement.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Formal and informal observations support our school's educational plan.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

As we continue to enhance academic rigor we need additional support to address the ongoing professional development of teachers on how to differentiate instruction and curriculum mapping.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Math instruction is expected to be dynamic, engaging and student-centered. It is expected that every class exhibit group work, students discuss concepts and ideas and develop self-assessment strategies through checking and conceptualizing. There has been a move towards developing the skills necessary to complete longer and more extensive problems that demand critical thinking and planning. There is a focus on incorporating the process strands into every lesson. Data driven instruction based on scholarship reports, Regents results, acuity tests and uniform midterms and finals is being implemented. Instruction is differentiated based on this data by adjusting seating, lessons and exams to reflect these findings. Technology is an important part of math instruction. All teachers are given graphing calculators for class work. It is expected that students develop skills in the use of the calculators that will help them understand problems more deeply. Teachers have received professional development training in the use and applications of the calculators we use in class.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program

Ongoing assessment has been our general rule.

- **Frequent analysis of ATS and CAP data systems have served as our checks and balances procedure in monitoring the delivery of mandated services**
- **Pre and post observation support to all new and veteran teachers in differentiated instructional techniques to address the unique needs of diverse learners in mixed ability classrooms**
- **Assessment of mandated related services caseloads**
- **Analysis of correlation between student referrals for disciplinary action and teacher classroom management strategies**
- **Assessment of teacher knowledge in the operation of in-house audio-visual teaching tools**
- **Assessment of teacher access to student IEPs**
- **Assessment of chain of communication regarding special alerts i.e. medical, behavioral, situational events**
- **Assessment of administrative knowledge of special education law**
- **Assessment of collaborative preparation periods for teachers working with students with IEPs and 504 Plans who require academic and behavior accommodations**
- **Examination of opportunities for in-house tutoring and academic intervention**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Student information contained in Citiwide data systems are updated daily. Delivering appropriate special services demands programming accuracy and depends on continuous analysis of all developments and changes in a student's special education status**
- **Standards of teaching are held high, with teachers receiving ongoing professional development in differentiated instructional techniques to increase learning mastery of students with diverse learning styles. Pre and post observation conferences include collegial support to improve classroom management, instructional techniques, academic and behavioral interventions with various forms of ongoing formative and summative assessments.**
- **All faculty receives examination copies of testing accommodations for all students on their individual registers.**
- **Shared instructional and positive behavior interventions have decreased student referrals for discipline.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **The restructuring of IEP filings systems maintain confidentiality, functionality and access to authorized school staff**
- **The use of the Indicator 13 checklist has supported increased quality of IEP development in accordance with Educational Benefit**
- **The use of our Children's First Network Special Education Compliance Checklist has served as a guide to maintain compliance and accuracy**
- **Additional support from Central is necessary to support dissemination of new information to all school administration**

- **Access to Daedalus student data systems supports interdisciplinary communication for teachers and guidance counselors to address vital student informational safety alerts**
-

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- **Clear step by step communication procedures are in place, demonstrating district general education support for using accommodations, including each teacher educating a student with a disability**
- **A systematic on-going in service program, with specifically designated personnel, to provide continuing education about appropriate accommodations for individuals with exceptional needs**
- **Methods to address teacher concerns about the effects of accommodations on standards and course competencies are in place**
- **Involvement of both site-based and district-wide administration in any accountability process**
- **Addressing Instructional Methods/Contexts**

Providing information on how to conduct collaborative work groups, manage projects and learning centers, derive alternative methods of reaching goals, adhere to new paradigms such as teaching to multiple intelligences, and other innovative methods which provide a broader and more easily accommodating instructional context

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- **Effective methods of assuring each and every teacher (not just the special educator) who serves an identified student receives the IEP/504 Plan. This is especially true now that I.D.E.A. specifically mandates informing teachers of their responsibilities.**

- **Opportunities for dialogue and clarification with any teacher that has questions about the plans when he or she receives them.**
- **Assignment of a specific person to contact each teacher and document that he or she has received the plan.**
- **Special educators have student files available and can quickly troubleshoot and review in small groups, clarifying grading practices, reviewing accommodations, and so forth.**

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **Continued Implementation Chapter 408**

In IDEA 2004, Congress added new language that parents, educators, advocates, and attorneys can use to ensure that children with disabilities are taught by highly qualified teachers and receive research-based instruction

- **Provision of additional classrooms to provide testing accommodations, appropriately**
- **Support school staff with professional support from in-house IEP coordinator to teach and assess IEP accuracy**
- **Continue to provide a resource guide to familiarize teachers with various types of accommodations**
- **Continuation of analysis of data systems for accurate student programming**
- **Continuation of support in differentiated instructional techniques within pre and post observation conferences**
- **Continuation of in-house professional expertise from highly qualified teachers**
- **General educators will need to look at their own beliefs and biases regarding students with disabilities to be an effective part of the IEP process**
- **Cultivate a willingness among teachers to try new approaches in working with students with special needs**
- **Clearly define the general educator's role on the IEP team, which includes obtaining accurate, reliable data on the student's behavior and progress toward meeting their annual goals. A specific description of any support they need to help a student to attain her goals and participate in the general curriculum. This provides an opportunity for the general education teacher to describe what kind of training or assistance would help in carrying out the IEP.**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have three (3) students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

All STH students will be identified to the Principal, AP Guidance, and their guidance counselor. Intensive counseling and academic support will be provided to ensure that the student, as well as family, feels supported in a time of need. Parents will be provided with support with necessary referral resources so there is a continual stable process to address family concerns.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

HIGH SCHOOL OF ART & DESIGN

LANGUAGE ALLOCATION POLICY NARRATIVE – 2009-10

Part II: ELL Identification Process

1. HSAD only admits students to the 9th and 10th grade. All students enter HSAD from New York City Public middle or junior high schools, or as transfer students from other high schools (entering 10th grade only). Entering students have all taken the HSAD entrance exam, which evaluates art and writing skills. All students accepted to HSAD have already had their ELL status established by their prior schools. Students arrive at HSAD with HLIS and LAB-R data in their accompanying permanent records.

Each year, all ELLs on register at HSAD take the NYSESLAT exam. The results obtained on this exam are used to program ELLs for their next year's English classes. Students are placed according to achievement level on the exam. Students who achieve proficiency on the exam are afforded opportunities to continue to work with the certified ESL teacher, particularly in after-school Regents preparatory courses offered in the spring semester.

2. HSAD is an application high school. During the application process, parents are advised that the only available ESL model here is the immersion model. Should parents wish to enroll their children in schools with other models (e.g., transitional bilingual or dual language), they are advised and referred by the guidance department. Additionally, our parent coordinator works closely with the immigrant community at our school (both student and parent), and has orientation sessions which ensure that parents have an understanding of the information they need regarding the three program choices.
3. Entitlement letters are prepared and distributed to parents by the ESL teacher, who keeps the letters on file in the ESL classroom. As noted above in 1, Parent Survey and Program Selection forms are already in student records when students enroll at HSAD.
4. All ELLs at HSAD are placed in freestanding ESL classes. See #2 above for more information.
5. Not applicable. See #2 above for more information.
6. Not applicable. See #2 above for more information.

PART III: ELL DEMOGRAPHICS

PROGRAMMING AND SCHEDULING INFORMATION:

1. Delivery of Instruction
 - a. All ESL classes are self-contained.
 - b. Program Models: ESL classes are homogeneous for proficiency level, and students are placed according to their achievement on the NYSESLAT. Due to the small size of our ELL population, classes are technically ungraded. However, when possible, we seek to group students by grade. Typically, our intermediate class is comprised entirely of entering ninth graders. One of our advanced classes is comprised in the large majority by lower class members (9th and 10th grade), and one by upper class members (11th and 12th grade).
2. To ensure that ELLs are programmed by proficiency level for the mandated number of instruction minutes, the ESL teacher works closely with the Assistant Principal of English/ESL and Assistant Principal of Technology (who is in charge of programming at the school), as well as program office staff. The ESL teacher obtains the necessary reports (RLAT, RLER, RNMR, among others) to verify placement information and to ensure that programming staff receive it.
 - a. HSAD students at the intermediate level receive 360 minutes of ESL instruction each week from the certified ESL teacher. The ESL teacher has dual certification in ESL and English, and intermediate students' ELA needs are met in the ESL classroom. Students at the advanced level receive 180 minutes per week from the certified ESL teacher, and are also programmed for 180 minutes per week of ELA in a class staffed by a certified English teacher.
3. A variety of strategies is implemented across the curriculum to address student content and academic language needs. For example, if a classroom teacher speaks the native language of any of the ELLs, that teacher offers vocabulary and translation to ELLs on an as-needed basis. Science and social studies vocabulary tutoring has been implemented with both peer and adult volunteer tutors. Math tutoring is available in several of the native languages. Peer partner arrangements are established wherein a non-ELL native speaker of a particular language is assigned to an ELL of the same group, as a classroom "buddy." Native language materials are available across the curriculum in our school library.
4. Differentiation of instruction:
 - a. There are no SIFE students enrolled at HSAD.
 - b. Over the past three school years, we have only enrolled 8 ELLs who were in US schools for less than three years. These 8 ELLs have received extra tutoring services from the ESL teacher each day during her professional period. They are also enrolled in our school tutoring program two days each week during lunch periods. The ESL teacher/coordinator also conferences regularly with these students' core curriculum teachers, developing scaffolding strategies that will support the acquisition of CALP.

The full range of current differentiated instruction teaching strategies currently being implemented by the New York City Department of Education are in effect among faculty who serve ELLs at HSAD. With regard to ELA testing mandates that flow from NCLB, there is no ELA testing mandate at the high school level apart from the ELA Regents. All

ELLs must meet the same New York State graduation requirements as non-ELLs, and therefore all ELLs at HSAD take the ELA Regents during 11th grade. Passing this exam is a requirement for graduation; all ELLs pass the ELA Regents.

- c. (*also contains d*): As noted above, ELLs comprise a very small percentage of the student population at HSAD, and it is often possible for an ELL to be unique in that status in a content area class, particularly at the level of 4 or more years of service. Moreover, as ESL classes are heterogeneous with regard to placement in terms of years of service, the proficiency level subgroups are mixed. ELLs at these levels are steered toward extra-curricular activities that support their language development. They are strongly encouraged to participate in our Title III drama program, which incorporates a writing component at every meeting. In addition, they are enrolled in special Regents preparatory sections to ensure that they receive the instruction they need to master the exams.
5. ELLs with special needs are placed in classes according to their individualized education plans (IEP). When possible, a student whose IEP indicates both needs it is placed both in self-contained classes and ESL class.
5. Due to the small size of our ELL population, we are able to offer targeted intervention services to ELLs tailored to identified needs. The ESL teacher also serves as ESL Coordinator at the school and works closely with content area teachers and supervisors to ensure that ELLs are optimally programmed for classes whose teachers may be able to offer extra assistance, particularly in terms of native language support of content instruction. Additionally, the ESL Coordinator works closely with our in-house tutoring program, and arranges for regularly scheduled support time for students with identified needs.
6. ELLs who achieve proficiency on the NYSESLAT are eligible for extended time on Regents exams. The ESL coordinator tracks these students and ensures they are granted this testing modification. We also enroll transitional students in our after-school Regents preparatory tutoring sessions, which are funded by Title III.
7. Due to funding issues, we will not be able to offer new programs for this population. However, apart from the transitional ELLs we enroll in our Regents preparatory tutoring sessions, all of our Title III money is planned to serve the goal of raising the level of CALP skill among ELLs to meet Regents standards.
8. All programs at HSAD that have served ELLs over the past several years are continuing.
9. All programs at HSAD are available to every student. There are no limitations to access for ELLs to any program offered in the building. During ESL class, the ESL teacher highlights extra-curricular and other non-class-based activities to the ESL students, and works with administrators and other teachers to make sure ELLs are always represented among the student participants.
10. In addition to the regular classroom texts (which all ELLs receive), teachers across the curriculum engage ELLs with realia and audio-visual materials. In addition, the ESL teacher provides self-generated support materials in a variety of subject areas, particularly social studies and science. Second language dictionaries are available in the ESL classroom. Our library has a range of materials in all subject areas in native languages. We also have a full range of electronic teaching tools available in every department, including LCDs with web access, Smart

Boards and computer carts with a sufficient number of wireless laptop computers for use by all students in a class section.

11. HSAD does not offer native language instruction classes. Students with high levels of native language skill (including reading and writing) typically sit for the Regents or LOTE exam as 9th graders. If proficiency in the native language is demonstrated, students receive credits according to state regulation. ELLs are then entitled to enroll in a foreign language class in a language other than theirs, if they desire.
12. Every required support service and resource at HSAD is available to students of every age and grade level.
13. As per Part II above, there are no newly enrolled ELLs at HSAD.
14. See Part III, number 11 (above).

SCHOOLS WITH DUAL LANGUAGE PROGRAMS:

HSAD does not have a dual language program.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF:

1. This year, HSAD plans to use Title III money to engage the New York City Writing Project to develop and implement a professional development program targeting core curriculum teachers. This program will target instruction of ELLs across the curriculum, with social studies and science being a particular focus. One goal of this professional development program will be to promote pedagogy and methods that will support ELL performance on those Regents exams.
2. At present, beyond the professional development support HSAD provides to all teachers of ELLs, our school has no support program in place to address middle-high school transitioning needs.
3. To meet Jose P. mandates, we have asked the DOE for technical assistance with our ESL professional development plan. We have requested arrangement of professional development sessions for our entire faculty. As yet this plan is still under development. A number of teachers on the faculty have already pursued certification in this area independently.

PARENTAL INVOLVEMENT:

Efforts to include parents and families of ELLs in the school community are as follows (*includes 1-4*):

- a. Our translation monies are used to hire second-language interpreters for Parent Evening and Parent Afternoon, as well as to pay for translation of important school and DOE documents into minority languages not provided by the DOE Translation Unit. In this way, the funds will enhance inclusion of parents from all language groups into the school community.
- b. Our parent coordinator will continue to offer a range of workshops to parents of second language groups:
 - An orientation workshop with general school information and resources, conducted in both Spanish and Chinese, as well as English.
 - Disability outreach workshops in Spanish, Cantonese and ASL.
 - “How the High School Admissions Process Works, hosted through the Office of Parent Engagement. Translators on site in French, Spanish and Chinese.
 - College and Financial Aid Workshop – Simultaneous Spanish translation
 - Annual Family Resource Fair ranging from NY Public Library to Health Awareness. Includes Spanish translation.
 - Parent GED Outreach – planned for March with Spanish speaker from Boricua College.

- Our school does not partner with other agencies to provide workshop to parents of ELLs.
- c. Our parent coordinator has a wide variety of resources available in multiple languages. She arranges for our phone master messages to be available in languages other than English. Our social workers and school nurse are able to connect second-language parents with resources as needed.
- d. Our Title III program includes drama workshops presented by the Roundabout Theatre. As part of the workshops, students attend performances of Roundabout shows running on Broadway concurrently. Parents of all HSAD ELLs are invited to attend these performances with their children, and complimentary tickets are provided to them.
- e. A number of CBOs that partner with HSAD provide support in languages other than English. Among these are:
 - CDI (Center for Disabled Inc.)
 - Beth Israel Medical Center
 - Trendsetters Network.
 - ARM Program
 - Literacy Assistance Center
 - Learning Leaders
 - The Door
 - AccessNYC

PART IV-B: ASSESSMENT ANALYSIS

1. The bulk of HSAD's ELL population is contained in the ninth and tenth grades. This year, the majority of ninth grade ELLs entered at the advanced level. The majority of continuing student (in those two grades and above) advanced in their NYSESLAT level, or scored high enough on either the NYSESLAT to qualify out of ESL services. This reveals that the ELLs at this school are continuing to acquire the CALP they need to successfully complete high school on the regular four-year timetable.
2. That students perform better on speaking and reading than listening and writing mirrors their classroom performance. This directs our teaching population to develop activities across the curriculum that will foster higher achievement in the two modalities. These activities will reinforce performance on the NYSESLAT as well. The ELLs at HSAD take Regents and RCT exams according to their academic program, following the same sequence as native speakers.
3. a. As expected, students in advanced proficiency level ESL perform better on these exams than do intermediate level students. In the past, juniors and seniors have always outperformed sophomores on these exams, but our current freshman class contains highly skilled ELLs, and we expect to see a higher level of achievement among sophomores on the Global History and Science Regents exams. HSAD students take all their Regents and RCT exams in English. There are no native language exam results with which to compare.

b. & c. In 2009-10, HSAD opted not to administer the ELL periodic assessment. Therefore, there is no data about this for the School Leadership Team and teachers to use.
4. HSAD does not have a dual language program.
5. The success of our programs for ELLs is determined by their successful participation in and advancement through the academic and extra-curricular programs at HSAD, particularly in the art program. ELLs meet or exceed the rates of achievement gained at HSAD both in class and exam grades. ELLs are extremely high achievers in our art program, and are well represented in our honors and advanced placement classes. The salutatorians of two of the last four graduating classes at HSAD have been former ELLs. Our ELLs have a very high rate of acceptance and attendance to college. All these indicators are used to evaluate the success of our programs for ELLs.

Filename: 02M630 CEP 2009-2010_FINAL.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M630_
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title:
Subject:
Author: probin
Keywords:
Comments:
Creation Date: 2/1/2010 2:02:00 PM
Change Number: 8
Last Saved On: 3/9/2010 10:36:00 AM
Last Saved By: partha
Total Editing Time: 7 Minutes
Last Printed On: 3/9/2010 10:36:00 AM
As of Last Complete Printing
Number of Pages: 76
Number of Words: 23,088 (approx.)
Number of Characters: 131,602 (approx.)