



[THE HIGH SCHOOL OF ART AND DESIGN]

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M630
ADDRESS: 1075 SECOND AVENUE
TELEPHONE: 212-752-4340
FAX: 212-752-4945

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

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

SCHOOL ADDRESS: 1075 Second Avenue

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: Carolyn Richburg

Kiney A. Corbett

STUDENT REPRESENTATIVE: Giselle Rodriguez

(Required for high schools)

Paola Cisneros

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02

CHILDREN FIRST NETWORK (CFN): CFN202

NETWORK LEADER: Vivian Selenikas

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

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.

We are proceeding to the development of Small Learning Communities (SLC.) The restructuring of the school into four academies, each focused on an art theme, will allow more rigorous curriculum and instruction. The SLC model will allow teachers to use data to have ongoing communication about student achievement and progress.

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 has been reviewed by the CTE Office and will be presented for approval in the fall 2010. Film and Video Production and Fashion Design 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, with a goal of 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 large 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Art and Design High School				
District:	02	DBN #:	02M6390	School BEDS Code:	310200011630

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.1	90.7	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.4	98.3	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					43.7	44.0	55.1		
Grade 8									
Grade 9	394	442	345	Students in Temporary Housing: Total Number					
Grade 10	476	466	439	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	212	222	401		0	12	TBD		
Grade 12	288	254	202						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1370	1384	1387		11	10	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	50	39	38	Principal Suspensions	30	47	TBD		
No. in Collaborative Team Teaching (CTT) Classes	26	34	40	Superintendent Suspensions	30	12	TBD		
Number all others	80	75	73						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	1241	1027
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	34	31	21	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	9	14	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	78	80	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	24	23	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	22	31	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.1	0.1	Percent more than two years teaching in this school	74.1	80.7	TBD
Black or African American	26.0	27.2	27.3	Percent more than five years teaching anywhere	64.2	63.9	TBD
Hispanic or Latino	58.3	54.8	52.6				
Asian or Native Hawaiian/Other Pacific Isl.	6.2	6.8	7.1	Percent Masters Degree or higher	85.0	86.0	TBD
White	9.2	10.5	10.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.8	83.2	TBD
Multi-racial							
Male	53.0	52.2	49.0				
Female	47.0	47.8	51.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	✓	75
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				✓	✓		
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-		
Multiracial				-	-		
Other Groups							
Students with Disabilities				-	-		
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				4	4	1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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 (Comprises 15% of the Overall Score)	4.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	37.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

Positive Trends:

- We met AYP in Math and ELA in 2009-2010
- Attendance remained stable at 90.1%
- Global and English regent's scores have improved in the 2009-2010 school year
- More students achieved mastery in the ELA Regents
- Fitnessgram-85% compliance

Need to be improved:

- Graduation rate 73 %, below state required 80%.
- Improve practice of data informed differentiation in the classroom to align to various student achievement levels
- Improve data gathering and analysis for student sub-groups to provide a more accurate picture of student progress
- Establish measurable short and long-term goals for the subgroup population to monitor student progress as well as make appropriate adjustments
- Continue developing data collection practice to monitor student progress
- We will establish a Professional development committee which will work hand to hand with the Small Learning communities.

Achievements:

During the 2009-2010 school year the students at the High School of Art and Design received the following recognition and awards for their art:

- Alliance of Young Artists and writers: Scholastic Art Awards: 36 regional winners and three national finalists (Isaiah Russell, Shareka Wright and Faith Serra. Six students won gold keys for their portfolio submissions.
- PS Art Competition : Three semifinalists with Denia Lara finalist and winner of \$1000 Studio in School Scholarship(\$1000)Work exhibited at Metropolitan Museum of Art.

- WABC and Disney *Get Reel with Your Dreams*: (\$12 000) First place winner, Catherine Zhou.
- Ninth Annual City-wide Graphic Arts Competition: First, second and third place winners in digital photography(Marc Cummings, Basel Samaha and Doris Rodriguez); First place for Film Production(Murilo Ferreira,-----)
- School Art League awards: Jane Curliano Mazzella Award to Patricia Grullon (\$1000)and the School Art League special Recognition award to Dominique Davenport(\$500)
- Dedalus Scholarships for Excellence in Art: (\$1500) Patricia Grullon and Ashton Agbomenou,
- Rothko Grant Scholarship for Art :\$1000) Isaiah Russell
- Center for Arts Education: Edward R Wiener Arts scholarship :(\$4 000) Dominique Davenport and Tasnuva Ahmed.
- Inter-Public Scholarship and winner of Mentorship program: Ariele Jennings
- Diversity Lens Competition: First and third place:(Keannu Martinez and Kayla Andrews)
- Nationwide banner design: Second place: Jessica Seden
- Honorable mention: Booth design and Website design for Virtual Enterprise. Finalists in the business plan competition.

Our students received media attention as follows:

- Three students won and published illustrations in LINEA magazine.
- Nine student paper doll designs were published in OPDAG paper doll magazine in Winter edition 2009.
- Fashion students were interviewed and appeared on WPIX-TV Channel 11 on April 12, 2010 for their participation in YANY/Fashion Fantasy Game.
- New York –ONE interviewed our students at the Virtual Enterprise Fair and covered the interview on March 25, 2010.
- In New York, Korean Cable network photographed and produced a ten minute segment on our art programs.

Instructional Goals:

- The Art department instructional goals mirrored those of the school as set forth by the principal. We focused on the following during classroom observations:
 - the level of student engagement in the class,
 - to implement differentiated instruction to address the needs of all students,
 - to implement higher level questioning to enable students to extend their thinking and learning,
 - to increase students ability to articulate ideas and art concepts through expressive writing and discussion,
 - to implement goal setting in the classroom for students to develop a personal plan for success.
- Teachers posted criteria for all art assignments to ensure high expectations and successful student outcomes.
- A new curriculum for the freshmen students was developed to offer Art History as a “stand-alone” one semester course to all incoming freshmen.
- A school-wide museum report was developed each semester for all students to address the literacy standard in the New York Art Standards as well as the Blueprint for the Visual arts.
- We researched and purchased software to strengthen the graphic design programs in both AutoCad and Adobe.

- We rewrote the curriculum for the sophomore illustration program to incorporate more design elements into the curriculum to strengthen the students' skills in design.
- A highly qualified AutoCad instructor was hired and completed the AutoCad curriculum for sophomore and junior students.
- The Commercial Photography curriculum was completed to submit for CTE state approval.
- We collaborated with The Fashion Institute of Technology (FIT) as well as developed the Fashion Curriculum for CTE approval.

Organizational:

- We arranged a *Day of Art* for all freshmen students on PSAT day. This included a visit to a museum. The following are this year's art shows and events for students. In the Kenny gallery during 2009-2010; Greenburg and Ginsburg, From Life: Freshmen and Sophomore Art Show, Graphic Design Display, Cartooning and Animation Art Show, Advanced placement Painting Show, Illustration Student Show. Also of note were the following: Student participation in Diversity Lens competition and exhibition hosted at Tweed, Architecture and Interior Design juried neighborhood planning presentation in the library, Highbridge competition and exhibition at Bronx Museum of the Arts, and two film festivals. Our students also submitted films to TriBeca film festival and Hendrik Hudson film festival.
- We participated in the pilot program between Junior Achievement New York, JANY and Fashion Fantasy Game to introduce students to fashion marketing and business practices.
- We hosted two European school groups which visited Art and Design: One from Germany, the other from Holland.
- A music program was sponsored by Friends of Art and Design (FAD) as well as the music club sponsored by Greenwich House Music School. The FAD programs included three programs in the Black box at the school and two visits to concerts. The Greenwich House program continued in the Black box during the lunch periods. The students performed two concerts; one in the winter and one in the spring.
- The Apollo Theater Academy's hosted the In School Seminar program. Seniors also attended the Spring Benefit Gala.
- The IAC building in Chelsea housed the Spring Arts Festival which included the digital Spring Arts Festival. We had an opening reception, all students were bused to the site with secured chaperones.
- Two sets of murals were completed by illustration students. One set were completed at the IAC Gehry designed building. The other is still in progress at the new Andaz Hotel owned by Hyatt International.
- Admissions counselors visited the HSAD to present and counsel senior art classes which included representatives from RISDE, MICA, SCAD, Minneapolis College of Art, to name a few.
- The Fashion101 program with Berkeley College for fashion design students enabled them to earn three college credits.
- The Office of Art and Special Projects professional development workshop was hosted at Art and Design.

Professional Development:

- Professional development was planned to ensure that the teachers received training in technology programs such as Photoshop, 3-D Max, CAD and Illustrator. In-house professional development focused on questioning techniques, assessment and integrating technology into the arts. PowerPoint, Photoshop and Illustrator training took place in school on Mondays starting at 4:00pm.
- *Total Training*, an online training program was purchased to allow all teachers to strengthen their technology skills at their own pace.
- Several art teachers also attended professional development at cultural institutions that included the Cooper Hewitt Design Museum, Guggenheim Museum, Museum of Modern Art, and Museum of the Moving Image, ICP and Museum of the City of New York. The film teacher, Mr. Harchol attended two Blueprint for the Moving Image workshops arranged through the DOE.
- One teacher enrolled in a workshop on bookmaking for the Ezra Jack Keats competition for which her student received honorable mention.
- Cartooning and Animation students and teachers were enrolled in a three- day Manga workshop with the Japan Society that culminated in an exhibition of student work at the Japan Society.

- One of our teachers, Ian Pasetsky participated in a World Savvy program to train on integrating immigration issues into his students' art projects. The yearlong professional development for teacher and students was celebrated in an exhibition of the work at the NYU gallery.
- Teachers attended professional development at the Cooper Hewitt Design Museum, The Guggenheim Museum, The Metropolitan Museum and Arts Count workshops.
- All Graphics Advisory Commission workshops were attended as directed by the principal.

Community and Cultural partnerships:

- Students attended the twice yearly Saturday Art Directors Club workshops on Saturdays.
- We participated in a career skills workshop for girls entitled *Her World* at DeVry College.
- We were involved in Studio In a School and helped students secure placement in advanced painting workshops and TAIC internships sponsored by studio in a School.
- We participated in a partnership with the School of Visual Arts. We collaborated with SVA in writing a grant to secure funding for after school credit bearing art classes for our students.
- Three visits were planned per junior art class to the Metropolitan Museum of Art to prepare them for their Art Regents exam. These included 36 visits.
- We participated in neighborhood planning workshops at the school with the Municipal Arts Society.
- Twenty-three professionals visited CTE classes and discussed careers in the arts.
- We supported The Office of Art and Special Projects suggestion and brought John Warren to partner with our film teacher to strengthen the writing skills of our students.
- Collaboration with FAD member Alan Levy to host *Art in the Park* student work at the Dag Hammarskjöld Park on June 9th.
- Our school participated in the global youth media and arts program.
- Our school participated in *Get Reel with Your Deams* and invited WABC TV host Sade Baderinwa to visit the school and present to the students. Catherine Zhou won this competition.
- Internships for our students were secured to ensure that many students have a work experience before they graduate from Art and Design.

Assistance from:

- New York Cares/Stanley Kaplan-SAT prep
- Sophomore Skills workshop-math, reading comprehension and writing
- McCauley Honors College-tutors-math, science, history, Spanish
- FAD tutoring-Friends of Art and Design, a community based organization
- New York Life/Metropolitan Life-Financial literacy
- P & B Paribas Nationale de Paris-financial management and careers
- 23 Fulbright scholars meet with students, discussed international fellowships/opportunities
- International groups from Germany and Holland come to see our practice
- Girls in engineering at DeVry College-60 girls won fellowships
- Scents-Careers in Perfume etc. came to visit our school

Significant aids or barriers to the school's continuous improvement:

Continuous improvement is a priority to the school community in order to prepare our students for college and careers of the 21st Century. Our ongoing effort to refine our instructional program is an area of special concern in order to meet the needs of the student population. Barriers, such as limited funding, have an impact on our plan. With the knowledge of this we reach out to our partners for their support. Our SLCs are a new venue for professional development that was limited in the past.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal Number 1 - SWD achievement: To increase the number of Students with Disabilities passing Regents Examinations enabling a 2% growth in the number of students in the subgroup earning a Regents Diploma by August 2011.

Description: By focusing on improving the number of students passing Regents Examinations for the Students With Disabilities subgroup, the number of students in the subgroup will improve both in credit accumulation enabling graduation with the cohort and reducing the number of students that earn a diploma with RCT exams. We want to reduce the number of students that graduate with RCTs which limited opportunities for post secondary education.

Goal Number 2- ELA: To increase the passing rate on the English Regents by 2% for General Education and Special Education students by June 2011.

Description: Focusing on ELA is of critical importance in improving literacy in all subjects which impacts on credit accumulation, and graduation rate. Through the use of data analysis and differentiation of instruction to strengthen instruction as well as Regents preparation, with a focus on the written component, students will become proficient in ELA as well as improve achievement in all academic areas and Regents Exams.

Goal Number 3- Social Studies: To improve the passing rate by at least 2% on the Global History and US History Regents for both the General Education and Special Education students by June 2011.

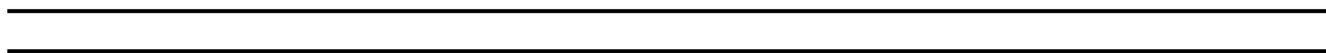
Description: Through the use of data analysis and differentiation of instruction to strengthen instruction and Regents preparation in Global History and U.S. History with a focus on the written component. There will be professional development in analyzing data so that the teachers will be able to access the available resources in a meaningful way.

Goal Number 4 - Math & Sciences : To improve the passing rate by at least 2% on the Mathematics and Science Regents overall for both the General Education and Special Education students by June 2011.

Description: Data will be used to increase the number of students passing the Regents exams in math and science. This includes an increase 2% in Regular education and 2% special education. Assessment data will be used to inform and drive instruction and enable measurable gains in all Regents exam statistics and credit accumulation. Desegregated Regents results and item by item analysis will pinpoint areas that need focus.

Goal Number 5: CTE Programs of Study: To improve the CTE program by preparing more students to be successful in their chosen career and increasing the percentage of students accepted into post secondary education by 5% by June 2011.

Description: By creating self study teams of teachers for each Career and Technical Education program of study at Art and Design that will assess and reflect industry standards, we will better prepare our students for their career pathways or admission to college.



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 2010-11 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, PLA, 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 increase the number of Students with Disabilities passing Regents Examinations enabling a 2% growth in the number of students in the subgroup earning a Regents Diploma by August 2011.</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 shared between the Special Education Department and the Guidance Department.</p> <p>In order to 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 1% and increase the number of Integrated Support Services students receiving a Regent’s diploma by 2% while decreasing the number of students receiving an RCT diploma by 2%.</p> <ul style="list-style-type: none"> • 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. • The coordinator of Special Education and the guidance counselors will develop student profiles using the <i>Daedalus</i> school management software system to monitor record and share pertinent information regarding individual student needs and progress. • Intervention plans 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 Special Education Department and the Guidance Department will schedule periodic meeting to review specific cases. • Administration and faculty will desegregate Regents results via item by item analysis in order to pinpoint areas that need focus.

	<p>Targeted small group instruction for students in the lowest one third will be scheduled.</p> <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. • Teachers will develop and implement a plan to differentiate instruction and support the needs of special needs students particularly in writing. • Extend the use of alternative teaching strategies (i.e. cooperative learning, differentiated instruction, and workshop model) in the classroom. • The department chairs 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. • 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. • The creation of Small Learning Communities will allow teachers to analyze individual student outcomes across disciplines. Teachers will discuss and formulate strategies that will strengthen the academic skills of our students. These could include strategies on improving literacy, sharing successful practices on differentiation or designing lessons across disciplines.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>As a significant percentage of our special education population falls into the category of first-time Global and ELA 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>In September, the Special Education Department will:</p> <ol style="list-style-type: none"> 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, <ul style="list-style-type: none"> ○ Establish a timeline of meetings to ○ analyze assessment data and make informed decisions about academic and

	<p style="text-align: center;">behavioral interventions</p> <ul style="list-style-type: none"> ○ Share informal assessment procedures ○ Provision Individualized Education Plans according to Section 408 ○ Provide professional development to teachers to implement interest inventories and learning style surveys to students to develop differentiated instructional techniques ○ Establish a timeline of meetings to develop “Best Practices” protocol for Regents Prep <p>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</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 special education teachers and/or guidance counselors:</p> <ul style="list-style-type: none"> ● Key literacy areas of the Global and ELA (main idea, etc.) will be monitored through periodic Acuity testing. ● Department developed formal assessments based on the Global and ELA will be implemented to monitor the progress of the blocked at-risk group against the larger student population. ● 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 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 2010-11 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, PLA, 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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the passing rate on the English Regents by 2% for General Education students and 2% for Special Education students by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Align instruction with data analysis and assessment with an emphasis on Regents preparation in all English courses and grades.</p> <p>Teachers will conduct item analyses of Regents and Acuity Periodic Assessment Tests to identify student skills deficiencies and drive instruction.</p> <p>Administration and faculty will desegregate Regents results via item by item analysis in order to pinpoint areas that need focus.</p> <p>Teachers will generate an ELA Regents skills checklist from the item analyses and the Assistant Principal will use this checklist in classroom observations to monitor teachers’ progress.</p> <p>Teachers will provide a professional development plan that includes how they will grow in differentiating instruction to ELLs, Special Education Students, high achievers and other subgroups in their classes.</p> <p>Common planning meetings will be used by teachers in combination with their professional development plans and the Santa Fe Professional Teaching Standards to examine teaching practices, set measurable goal, evaluate progress and adjust instruction accordingly.</p> <p>Teachers will provide Course outlines at the beginning of the terms and course goals for each marking period. Progress towards these goals will be monitored during common planning meetings.</p>

	<p>Professional Development around Differentiated Instruction, Direct Instruction and data analysis will assist teachers in increasing student achievement.</p> <p>The Assistant Principal for English will meet weekly with all members of the department to discuss classroom observations, data analysis and curriculum.</p> <p>Students will be required to set learning goals, monitor their progress and adjust learning practices accordingly.</p> <p>Mock Regents examinations will be conducted in November to help teachers to set goals, measurable objectives and timeframe for instruction.</p> <p>Honors classes will be introduced to challenge higher achievers.</p> <p>The English curriculum will be revised to focus on tasks and skills acquisition in line with the school goals. This will include a more uniform departmental grading policy.</p> <p>The creation of Small Learning Communities will allow teachers to analyze individual student outcomes across disciplines. Teachers will discuss and formulate strategies that will strengthen skills of our students. These could include strategies on improving literacy, sharing successful practices on differentiation or designing lessons across disciplines.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 like Acuity and Mock Regents exams will be used to identify and address students' weakness and strengths on the Regents and set goals.</p> <p>Class observations will focus on the use of differentiated instruction, and the maintenance of academic rigor.</p> <p>Teachers will show that they employ various strategies to help their students master reading and writing skills like using different levels of questioning, teaching note-taking, utilizing graphic organizers.</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 and 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 identify instructional needs with a focus on the written component.</p> <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.</p> <p>The passing rate in the English Regents will improve by 2%.</p> <p>The results from formative assessments will be used to identify and address students' weakness and strengths on the regents and set appropriate goals.</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 2010-11 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, PLA, 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>To increase the passing rate by at least 2% on the Global History and U.S. History Regents for General Education students and 2% for Special Education students by June 2011.</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 Department 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. Additionally, new R classes will be geared toward the development of Regent’s skills in students who have previously failed the exams.</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. There will be professional development in analyzing data so that the teachers will be able to access the available resources in a meaningful way. The formal observation process, informal walk-troughs, and passing rate meetings will be used to monitor the progress of this staff development and take timely corrective action.</p> <p>Administration and faculty will desegregate Regents results via item by item analysis in order to pinpoint areas that need focus.</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 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>The creation of Small Learning Communities will allow teachers to analyze individual student outcomes across disciplines. Teachers will discuss and formulate strategies that will strengthen the academic skills of our students. These could include strategies on improving literacy, sharing successful practices on differentiation or designing lessons across disciplines.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 January 2010 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>

	<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.</p> <p>The passing rate in the Global Regents and U.S. History Regents will improve by 2%.</p> <p>The results from formative assessments will be used to identify and address students' weakness and strengths on the regents and set appropriate goals.</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 2010-11 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, PLA, 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>To improve the passing rate by at least 2% on the Mathematics and Science Regents overall for both the General Education and Special Education students by June 2011.</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>Administration and faculty will desegregate Regents results via item by item analysis in order to pinpoint areas that need focus. Weekly meetings with all members of the department will take place to discuss classroom observations, data analysis and curriculum.</p> <p>Teachers will use assessment data to inform and drive instruction focusing on creating measurable gains should be noticed in all Regents exam statistics and credit accumulation.</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 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>Expand the PD with "Heart of Change" to work on high level questioning skills, the use of Blooms' Taxonomy and strategies on the use of differentiated instruction based on data. All teachers will be trained in the method by the end of the 2010-2011 school year.</p> <p>Increase the use of data based on the expanded use of acuity tests. We are expanding the courses that use this three time a year assessment to include geometry and trigonometry.</p> <p>The creation of Small Learning Communities will allow teachers to analyze individual student outcomes across disciplines. Teachers will discuss and formulate strategies that will strengthen the academic skills of our students. These could include strategies on improving literacy, sharing successful practices on differentiation or designing lessons across disciplines.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 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</p>

	<p>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.</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.</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 2010-11 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, PLA, 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 Programs of Study

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the CTE program by preparing more students to be successful in their chosen career and increasing the percentage of students accepted into post secondary education 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>Self study teams of teachers for each Career and Technical Education program of study at Art and Design that will assess and reflect industry standards, in order to prepare our students for their career pathways or admission to college.</p> <p>All CTE teachers in each small learning community will identify professionals in their specific field of study to address current technical assessments in each of the following majors: Cartooning and Animation, Graphic Design and Illustration, Architectural Design, Fashion Design, Digital Photography, Film and Video Production, and Virtual Enterprise.</p> <p>Each Small learning Community:</p> <ul style="list-style-type: none"> • Will have a study team in place by November and will be comprised of CTE and academic subject teachers, professionals and representatives from post-secondary institutions. • Research programs at post secondary educational institutions to compare New York State approved CTE programs against the requirements at these institutions. • Identify and invite representatives from post secondary institutions to participate on the self-study teams. • Identify professionals in the field who would be able to meet and review each program’s curriculum for appropriateness. • Invite parents and alumni in the field of study to participate in the self study team. • Create a calendar of meeting dates for the self study teams to meet and review CTE curriculum.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>We plan to utilize Title 1 Funding (ARRA) as a school wide program.</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"> • Develop school based self-study teams based on inquiry in each small learning community to include academic and CTE teachers by October 2010 • Establish first meeting with professionals and secondary education professionals by November 2010 to review technical assessment exams. • Develop internships for seniors in CTE career pathways. • Schedule students portfolio review with industry partners to take place between May 15 and June • Administer both technology exams as well as exit exams for students in all CTE majors • Post all CTE students' technical assessment scores on ATS for review. • Develop articulation agreements with post secondary institutions after students' portfolio reviews and exit exam results.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	11	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.

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:	<p>English teachers provide one-to-one or small group tutoring daily during lunch time and/or after school. We have a partnership with New York Cares and the Macaulay Honors Program @Hunter College who provide after school and Saturday tutorials.</p> <p>The CTT class combines the talents and skill of two experienced teachers who assist both general education as well as ISS students. These students receive individualized attention and differentiated instruction when the class meets daily.</p> <p>In class regents preparation.</p> <p>Intensive regents' preparation class for seniors who have failed the regents.</p>
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. • 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. • Intensive Regents preparation classes for sophomore and juniors for the students who failed integrated algebra (9th grade) or geometry (10th grade)
Science:	<ul style="list-style-type: none"> • One-to-one or small group tutoring during the school day. • Regents tutoring after school in January and June. • 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-up classes after school. • CTT classes where teachers work and plan together and provide individualized attention and differentiated instruction for students daily. • In-class regents' preparation.
Social Studies:	<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. • 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.

At-risk Services Provided by the Guidance Counselor:	At risk services are provided by the counselor by referral from teachers, parents and/or other students on a daily as needed basis. Mandated counseling is scheduled as per the students' IEPs.
At-risk Services Provided by the School Psychologist:	At risk services are provided by the school psychologist three days each week by appointment. The psychologist is also available if a crisis arises.
At-risk Services Provided by the Social Worker:	At risk services are provided by the social worker by referral primarily from guidance counselors. The social worker acts as the liaison between students, the school and social service agencies.
At-risk Health-related Services:	At risk health –related services are provided daily by our health office which is staffed by a full-time nurse and a health aide.

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Numbers of Students to be Served: 40 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Section III. Title III Budget

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$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

<p>Purchased services</p> <ul style="list-style-type: none"> - Roundabout Theatre Co.: High quality curriculum development contract. - NYC Writing Project: High quality professional development. 	<p>\$7,637.00</p> <p>\$3,802.00</p>	<p>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.</p> <p>Professional development for delivery of core curriculum subjects for all non-ESL teachers at HSAD. Includes _____-minute sessions, staffed by _____ staff developers from NYCWP.</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	<p>\$200.00</p> <p>\$368.00</p>	<p>Roundabout Theatre guides (to accompany curriculum development)</p> <p>Books: Set of <i>The Glass Menagerie</i> (40 x \$9.20), to support Roundabout Theatre curriculum development and implementation.</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>		
<p>Other</p>		
<p>TOTAL</p>	<p>\$15,000.00</p>	

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		1,040,867	1,040,867
2. Enter the anticipated 1% set-aside for Parent Involvement:		10,408	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **95.1**
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore **High School of Art and Design-02M630**, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **High School of Art and Design-02M630** policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. **High School of Art and Design-02M630** will support parents and families of Title I students by:

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

High School of Art and Design-02M630 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the **High School of Art and Design-02M630** Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's (PAC) Parent-School Compact, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, **High School of Art and Design-02M630** will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent -Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school. The parent Coordinator will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include: Regents Test Preparation, SAT/ACT Preparation and Portfolio Review Preparation and Presentation; understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Student Academic Support Systems are:
 - 1) Small class size initiatives
 - 2) National Honor Society (Peer Tutoring)
 - 3) School of Visual Arts (SVA) Saturday as an independent community based organization conducts portfolio presentations
 - 4) Kaplan – SAT Prep Saturday Prep Classes
 - 5) Friends of Art and Design (FAD) as an independent community based organization conducts tutoring in all academic subject areas to all students during lunch periods on a school wide basis.
 - 6) The Macaulay Honor Society holds Regents Prep Review four days a week during specified times.

High School of Art and Design-02M630 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Providing information through the use of School Messenger Service such as attendance, meetings and workshops.
- Develop a school website designed to keep parents informed about school news, calendar of events, activities, sports inclusive of links to student progress.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Section II: School-Parent Compact

High School of Art and Design-02M630, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. **High School of Art and Design-02M630** staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Provide additional Parent Teacher Conferences during day and evening hours for parents during the school year; and
- Monitor Title I Funded Programs.

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents; and
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Receive and review Student Contract for each subject area;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - Respond to surveys, feedback forms and notices when requested;
 - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - Take part in the school's Parent Association or Parent-Teacher Association and Title I Parent Advisory Councils, School or District Leadership Teams; and/or actively attend parent meetings and workshops
 - Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for themselves and others and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn; and
- Receive and review Student Contract for each subject area.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See Needs Assessment p.11-14. Data from NYS School Annual School Reports, the NYC Progress Report and Quality Review for the past three school years were reviewed along with ATS school reports on attendance, scholarship reports and observations were examined to determine student academic needs, trends to design the school plan.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

For the upcoming school year, we have devised Small Learning Communities in which a core group of teachers and other adults within a school know the needs, interests, and aspirations of each student well, closely monitor his or her progress, and provide the academic and other support he or she needs to succeed. SLC teachers plan together and the curriculum in each SLC are structured around a theme or unifying principle to add relevance to academic subjects. There is one Principal for the school, with each SLC led by an Assistant Principal. SLC schools are supported by the Office of School Redesign under the Office of Portfolio Development.

3. Instruction by highly qualified staff.

All highly qualified staff will teach within license: This includes but is not limited to the following academic subjects: AP US History, AP English, AP Calculus, AP Pre-Calculus, AP Biology, AP Chemistry, AP Illustration, Honors English, Honors Social Studies.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Small Learning Communities creates clear interim benchmarks to measure school progress for both high schools and middle schools. SLC will provide leadership and instructional professional development and technical assistance in areas such as programming, space planning, and branding; Heart of Change was offered to teachers to improve instruction; Total Training on-line was offered for the art department.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

7. Strategies to increase parental involvement through means such as family literacy services.

Using the Parent Coordinator, SLT and Parent's Association for communication information will be openly shared with parents.

We believe parent involvement is necessary to student success. As indicated in the Parent Survey, the overwhelming percentage of parents and students believe that satisfaction with the overall school experience **IS** important for doing well. Important key factors are feeling physically and emotionally safe as well as adequate preparation for college and career alternatives. We can reiterate to the parents the career component by linking the academics and arts to career alternatives.

We will reach out to qualified organizations such as Literacy Assistance Center, Altman Foundation, Immigrant Family Literacy Alliance and even the Office of family Engagement and Advocacy in which we can collaboratively provide literacy services to our families. We need to find ways to improve the basic language skills (reading, writing, speaking and listening), communication within the families.

We will offer GED/ESL/Adult Literacy Programs to our parents at the school site.

This can address the low literacy rates and lack of high school education on behalf of the parent.

By encouraging parents with positive parenting skills, workplace skills and strengthened relationships between the parents and their child, the parents will become full partners in their child's education

Enhanced literacy as we include parents as part of our school community through the following:

- Parent Resource Room - teaching them how to use a computer.
- Offering them our computers at designated times and dates so that they can view child's progress.
- Volunteer/Chaperone experiences with Museums/School Trips
- Strive to provide services in a manner sensitive to the characteristics of the targeted population. As a community we continue to try to present materials and curricula reflecting the lives and experiences of the participants. Cultural awareness reflects as a positive aspect for diversity as well increased support services overall and to all.

Parents will be trained to view their child's progress through Daedalus and ARIS.

Regents Review Workshops will be provided to parents in academics to assist the child with test preparation.

The Lateness Policy will be shared with parent as indicated in the Title I Parent Involvement Policy along with an additional Title 1 parent meeting.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
By implementing Small Learning Communities, our school will create clear lines of empowerment and accountability, where the collaborative work of facilitative leaders and defined teacher teams results in a culture of personalization for students, improved cross-curricular teaching, and significant improvements in student achievement and college readiness.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Please see page 32-34 Part B: Description of Academic Intervention Services
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
HealthCorps offers students a series of workshops, led by a Coordinator, on some of the most practical life skills a student will ever learn – becoming an educated nutritional consumer, embracing everyday fitness, managing stress, becoming a community health activist and understanding the most precious item he or she will inherit – their body.
Program specific components include:
 - Funding: HealthCorps is funded by local entities, philanthropists, and Community-based organizations committed to preventive health in schools and communities.
 - HealthCorps provides staff to implement and teach the program.
 - HealthCorps seeks to supplement not supplant your current health and wellness curriculum. It is designed to be integrated seamlessly at your school and to fulfill any particular health/fitness needs. Coordinators conduct workshops on a weekly basis during Biology, Health, Wellness classes, or wherever is appropriate in your particular school.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			1,040,867	✓	p. 16-30, p. 46-48, 54
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			117,415	✓	p. 16-30, p. 46-48, 54
Tax Levy	Local	✓			7,402,067	✓	p. 16-30, p. 46-48, 54

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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 four 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, their guidance counselor and the school social worker. Intensive counseling and academic support will be provided to ensure that the student, as well as the family, feels supported in their time of need. STH and their families will be provided with referrals for mental health services, tutoring services, adolescent health services, and social services to ensure a continual and 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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Art and Design High School					
District:	2	DBN:	02M630	School		310200011630

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.1	90.7	90.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	442	345	286				
Grade 10	466	439	340				
Grade 11	222	401	363				
Grade 12	254	202	295				
Ungraded	0	0	0				
Total	1384	1387	1284				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.4	98.3	98.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	43.7	55.1	61.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	12	13

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	10	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	38	30	Principal Suspensions	30	47	51
# in Collaborative Team Teaching (CTT) Classes	34	40	48	Superintendent Suspensions	30	12	23
Number all others	75	73	63				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1241	1027
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	78	80	80
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	23	21
# receiving ESL services only	31	21	TBD	Number of Educational Paraprofessionals	1	1	3
# ELLs with IEPs	14	19	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	22	31	74	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.1	80.7	77.5
				% more than 5 years teaching anywhere	64.2	63.9	66.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	86.0	92.5
American Indian or Alaska Native	0.1	0.1	0.2	% core classes taught by "highly qualified" teachers	83.8	83.2	98.2
Black or African American	27.2	27.3	27.6				
Hispanic or Latino	54.8	52.6	51.0				
Asian or Native Hawaiian/Other Pacific	6.8	7.1	8.7				
White	10.5	10.5	12.0				
Male	52.2	49.0	48.0				
Female	47.8	51.0	52.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	75
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	NR
Overall Score:	61.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	5.4	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	13.1	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	35.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	7.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 2.02	District 02	School Number 630	School Name HS of Art & Design
Principal Eric Strauss		Assistant Principal David Allen	
Coach type here		Coach type here	
Teacher/Subject Area Barbara Komansky/ESL		Guidance Counselor Jan McCray	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Janeen Johnson	
Related Service Provider Carol Russer		Other type here	
Network Leader Vivian Selenikas		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	6
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	76

C. School Demographics

Total Number of Students in School	1310	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	1.91%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										11	4	7	3	25
Push-In														0
Total	0	0	0	0	0	0	0	0	0	11	4	7	3	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	14

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	7	0	2	4	0	2	14	0	5	25
Total	7	0	2	4	0	2	14	0	5	25

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	5	3	17
Chinese										3	1			4
Russian														0
Bengali										1		1		2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other										1		1		2
TOTAL	0	11	4	7	3	25								

Part IV: ELL Programming

A. 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)?
 - 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.

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.

e. 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. Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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. HSAD also has a number of ELLs who are also special education students. In some cases, meeting the Special Education mandates for these students (in addition to those for ESL class) results in a schedule that does not have any additional time for native language class, or foreign language class. Students enrolled in advanced ESL classes who do not take the Regents or LOTE exam at the end of ninth grade are enrolled in foreign language class (Spanish, French or Mandarin) in tenth grade.
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). Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

HSAD does not have a Dual Language Program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. This year, HSAD has implemented a small learning community model. There is a cohort of teachers for each of the four established SLCs in the building (organized principally around art majors) who meet regularly to develop strategies for reaching all sectors of the student population. Each of the SLC teacher cohorts addresses development of strategies for teaching ELLs. In addition, our SLC teacher cohorts receive professional development during their daily meetings by our CFN.

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.

Paste response to questions 1-3 here

E. Parental Involvement

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

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)										4	3	3		10
Advanced (A)										6	1	4	3	14
Total	0	0	0	0	0	0	0	0	0	11	4	7	3	25

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

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	2	0
Math <u>Algebra</u>	8	0	4	0
Math <u>Geometry</u>	5	0	2	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	1	0
Living Environment	9	0	8	0
Physics	0	0	0	0
Global History and Geography	8	0	3	0
US History and Government	1	0	1	0
Foreign Language	7	0	7	0
Other <u>Art</u>	1	0	1	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. Not applicable.
2. 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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		