



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL OF ART AND DESIGN

DBN: 02M630

PRINCIPAL: ERIC STRAUSS

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SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Eric Strauss	*Principal or Designee	
Jason Agosto	*UFT Chapter Leader or Designee	
Marianna James	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Victoria Tsoy Jade Babolcsay	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, the four year graduation rate for cohort N (2012) will be 80%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to the NYS Annual School Report, the graduation rate over the past two years was below the 80% state wide benchmark. Although it was above the target for cohort M, we must exceed the target for cohort N in order to be a school in good standing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **strategies/activities that encompass the needs of identified student subgroups,**
 - b) **staff and other resources used to implement these strategies/activities,**
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - d) **timeline for implementation.**
- **Data is reviewed by the cabinet each marking period for each cohort to determine what courses to offer based on students' needs.**
- **Guidance counselors review individual student data with the student each term to ensure that programming is correct to maintain on track for graduation status.**
- **Teachers will conduct item analysis of Regents and Acuity Periodic Assessment Tests to identify student skill deficiencies and drive instruction each term.**
- **Small Learning Communities - teacher teams meet multiple times weekly which will allow teachers to analyze individual student outcomes across disciplines.**
- **Examinations will be administered by teachers in November that are aligned to Regents Standards in all courses that end in a Regents Exam and an item skills analysis will enable the teachers to address the needs of individual students.**
- **ARIS and Daedalus will be used by teachers, guidance counselors and administrators to identify student needs.**
- **The ATS Progress towards graduation tracker will be monitored as new information becomes available each term for each cohort to address individual student needs.**
- **A Boot Camp program will be designed by the leadership each term to meet the needs of students at-risk of not passing courses during school vacations and Regents week.**
- **PM School is offered twice weekly designed to meet the needs of under credited students in all disciplines for all cohorts with priority to senior students.**
- **Elective courses offered during the school day are designed for students in need of credits in academic areas for students that need to improve their Regents exam scores.**

Strategies to increase parental involvement

- The parent coordinator publishes a monthly newsletter which apprises the Art and Design parent community of all current and upcoming activities.
- We will provide written and verbal Progress Reports that are periodically given to keep parents informed of their children's progress.
- We will encourage the expanded use of the *grade book* program on Daedelus so that parents can receive regular e-mails and texts with their child's latest grades.

Our school will support parents and families by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teaches are assigned teaching positions within their license area whenever possible.

In the event of the need to recruit highly-qualified teachers the administration would:

- attend hiring fairs to identify and recruit highly-qualified teachers
- work closely with the Network HR point to ensure that non-HQT meet all required documentation and assessment deadlines
- mentors are assigned to support struggling and/or not highly-qualified teachers
- a hiring committee will review credentials, attendance, references & licensing
- perspective candidates will perform a demonstration lesson by department AP and at least 1 master teacher
- the parent coordinator publishes a monthly newsletter which apprises the Art and Design parent community of all current and upcoming activities
- we will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress

We will encourage the expanded use of the *grade book* program on Daedelus so that parents can receive regular e-mails and texts with their child's latest grades. Service and program coordination.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

HSAD coordinates with several partners to ensure that the students needs are met:

- NY Cares supports a tutoring program on Saturday as well as provides SAT preparation
- Kaplan Test-Prep supports the students with materials that supplement the instructional program of HSAD
- Friends of Art & Design provide funds for individual tutoring
- Fashion Institute of Technology collaborated with HSAD to develop a CTE curriculum

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF, Title I, Title III and ARRA funds and human resources are used to implement this action plan to target students in cohort N during SY 2-11-12 as indicated below:

- **per session funds PM School, and Boot Camp**
- **consumable instructional materials**
- **professional development for teachers, administrators and parents**
- **per session to support curriculum writing, and data analysis**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, there will be an increase in the mastery rate (level 4, 85+) on all mathematics Regents by 5% over last year's respective percentages.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Math has consistently been the highest rated academic department as per the past three Progress Reports. Although our passing rate is high, the mastery level (85+) has been in the single digits. Quality Review data indicated the need to improve the rigor in mathematics classes. Scholarship Reports and Regents reports indicate that students are passing math courses and assessments but improvement is needed so that our students are better prepared for college and careers following graduation.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation
- **Administration and teacher teams will analyze of each Regents exam focusing on an item-analysis of test scores to determine individual student, class, course and teacher needs.**
- **Teacher's data will be analyzed around student attendance, passing rates and mastery levels to develop teacher and student goals and action plans.**
- **Professional development for the math department focused on the data from the exams and item-analysis of problem areas will occur monthly.**
- **Teacher teams adjusted the curriculum based on the results based on data-September 2011**
- **All midterms and finals are uniform and made up by teams of teachers in the department, November 2011, January 2012, March 2012 and June 2012. Item analysis of each of these exams is used to tabulate the results and areas of concern. The focus is on analysis of the data to improve instruction.**

- **Strategies on improving passing rates are discussed and formulated in monthly department meetings. Formative and summative assessments are used throughout the year to analyze the rate of improvement.**
- **Formal and informal observations are conducted throughout the school year. Each teacher will have at least two formal and six informal observations by the end of the year. The focus of each of these observations will be on increasing rigor, developing higher level questions and improving student engagement. An improvement in any of these areas will help students understand the topics better and increase the likelihood on receiving a master level on the Regents exam.**
- **Tutoring sessions are offered to students every Wednesday by their teachers to support deeper understanding.**
- **Tutoring is provided after school before the January and June Regents to targeted students by their teachers.**

Strategies to increase parental involvement

- **The parent coordinator publishes a monthly newsletter which apprises the Art and Design parent community of all current and upcoming activities.**
- **We will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**
- **We will encourage the expanded use of the *grade book* program on Daedelus so that parents can receive regular e-mails and texts with their child's latest grades**

Our school will support parents and families by:

- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

All mathematics teachers are currently highly-qualified.

In the event of the need to recruit highly-qualified teachers the administration would:

- **Attend hiring fairs to identify and recruit highly-qualified teachers**
- **Work closely with the Network HR point to ensure that non-HQT meet all required documentation and assessment deadlines**
- **Mentors are assigned to support struggling and/or not highly-qualified teachers.**
- **A hiring committee will review credentials, attendance, references & licensing**
- **Perspective candidates will perform a demonstration lesson by department ap and at least 1 master teacher**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

HSAD coordinates with several partners to ensure that the students needs are met:

- **NY Cares supports a tutoring program on Saturday as well as provides SAT preparation**
- **Kaplan Test-Prep supports the students with materials that supplement the instructional program of HSAD.**
- **Friends of Art & Design provide funds for individual tutoring**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF, Title I, Title III and ARRA funds and human resources are used to implement this action plan to target students during SY 2-11-12 as indicated below:

- **Per session funds PM school, and Boot Camp**
- **Consumable instructional materials**
- **Professional development for teachers, administrators and parents**
- **Per session to support curriculum writing, and data analysis.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, Limited English Proficient and Students with Disabilities student groups will demonstrate progress towards achieving state standards measured by a 5% increase in those subgroups scoring at Levels 3 (65-84) & 4 (85+) on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year-trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts Assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Sophomores ELA classes will prepare students for the June ELA.**
- **Curriculum mapping for all ELA courses was completed during summer 2011 in preparation for the implementation of the Sophomore Regents Assessments.**
- **Professional Development will be given on the following topics: Common Core Argumentative Writing, interim assessments to monitor and revise curriculum, use of rubrics with the language of the new state standards in order to provide accurate feedback, use of student data to plan and set goals, and further development of inquiry to better inform differentiated instruction for teachers serving SWDs and ELLs, as well as students in the ELL and SWD subgroups by assistant principals, staff developers, and a data specialist, monthly September 2011 through May 2012**
- **Regents preparation classes were created for students that have not achieved 65 or above on the ELA Regents.**
- **Uniform departmental Midterm and Final Examinations that adhere to Regents requirements will be administered twice a term with data analyzed to better inform differentiated instruction.**
- **English and History curriculum has been aligned to support holistic subject mastery and reinforce literacy via pacing calendars and content goals by teams of content teachers.**
- **The formal observation process, informal walk-throughs, and departmental meetings will be used to monitor the professional progress of staff development. This requires timely corrective action.**
- **Common Core aligned projects will be created by each member of the department and student responses will be examined to inform instruction.**
- **English and History classes will focus on literacy skills intrinsically linked to mutual Regents exams. Best practices from this interdisciplinary approach will be disseminated to all classes.**
- **Monthly meetings with all members of the department—to plan, discuss observations, data analysis, and curriculum—are woven into the fabric of**

departmental goal

- **Tutoring Sessions every Wednesday: English Department’s implementation of “Make the Grade”: November 2011**
- **Intensive January Regents Review to target at-risk students**
- **Intensive June Regents Review for Sophomores and at-risk students: May 2012**

Strategies to increase parental involvement

- **The parent coordinator publishes a monthly newsletter which apprises the Art and Design parent community of all current and upcoming activities.**
- **We will provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress.**
- **We will encourage the expanded use of the *grade book* program on Daedelus so that parents can receive regular e-mails and texts with their child’s latest grades**
- **Our school will support parents and families by:**
 - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
 - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
 - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;**
 - **providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

All ELA teachers are currently highly-qualified.

In the event of the need to recruit highly-qualified teachers the administration would:

- **Attend hiring fairs to identify and recruit highly-qualified teachers**
- **Work closely with the Network HR point to ensure that non-HQT meet all required documentation and assessment deadlines**
- **Mentors are assigned to support struggling and/or not highly-qualified teachers.**
- **A hiring committee will review credentials, attendance, references & licensing**
- **Perspective candidates will perform a demonstration lesson by department ap and at least 1 master teacher**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

HSAD coordinates with several partners to ensure that the students needs are met:

- **NY Cares supports a tutoring program on Saturday as well as provides SAT preparation**

- **Kaplan Test-Prep supports the students with materials that supplement the instructional program of HSAD.**
- **Friends of Art & Design provide funds for individual tutoring**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF, Title I, Title III and ARRA funds and human resources are used to implement this action plan to target students during SY 2011-12 as indicated below:

- **per session funds PM School, and Boot Camp**
- **consumable instructional materials**
- **professional development for teachers, administrators and parents**
- **per session to support curriculum writing, and data analysis**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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 2012.

Comprehensive needs assessment

Data from HSST and ARIS indicated that for the last five years social studies achievement is the single biggest impediment to graduation.

The Regents passing rate for June 2011 at 61% is up sharply from the 35% to 40% percent range as recently as three years ago, but still the lowest performing area for our school. Data from the Progress Report indicated a need to improve as compared to our peer group schools.

School based item skills analysis indicated that students completed multiple choice questions with 50% accuracy on average.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.
- **Reduce class sizes and highly qualified teachers in Global History classes will address the needs of the students.**
- **Regents' preparation classes were created Data for students who have not had success in the initial taking of Regents in that area.**
- **Curriculum maps were created summer 2011 for all social studies courses that address the needs of all students.**
- **Uniform midterm and final examinations will be designed by teams of teachers and administered each semester to generate early data for development of new strategies and curricula, November 2011, January, April and June 2012.**
- **Boot Camp will prevent credit loss and expand use of a "revise and resubmit work" plan for students at risk of not achieving in their social studies courses and on the Regents Examination.**
- **Teacher teams will analyze Regents exam to identify areas of weakness, 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, October 2012.**
- **Professional development in analyzing data will be provided by the assistant principal to the teachers:**
 - to access the available resources in a meaningful way
 - enhanced Regents grading training
 - align English and Social Studies curriculum to support subject mastery in social studies and reinforce literacy skills learned in English
- **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.**
- **The Department Curriculum Team which will meet on weekly to develop profiles of at-risk students, apply these profiles to current 9th, 10th and 11th**

grade students, and develop an intervention plan.

- **Monthly meeting with all members of the department will occur to plan, discuss classroom observations, pre and post observation conferences, data analysis and curriculum.**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- **The parent coordinator publishes a monthly newsletter which apprises the Art and Design parent community of all current and upcoming activities.**
- **We will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.**
- **We will encourage the expanded use of the *grade book* program on Daedelus so that parents can receive regular e-mails and texts with their child's latest grades**
- **Our school will support parents and families by:**
 - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
 - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
 - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - **providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**

All social studies teachers are currently highly-qualified.

In the event of the need to recruit highly-qualified teachers the administration would:

- **attend hiring fairs to identify and recruit highly-qualified teachers**
- **work closely with the Network HR point to ensure that non-HQT meet all required documentation and assessment deadlines**
- **mentors are assigned to support struggling and/or not highly-qualified teachers.**
- **a hiring committee will review credentials, attendance, references & licensing**
- **perspective candidates will perform a demonstration lesson by department ap and at least 1 master teacher**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

HSAD coordinates with several partners to ensure that the students needs are met:

- **NY Cares supports a tutoring program on Saturday as well as provides SAT preparation**
- **Kaplan Test-Prep supports the students with materials that supplement the instructional program of HSAD.**

- **Friends of Art & Design provide funds for individual tutoring**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF, Title I, Title III and ARRA funds and human resources are used to implement this action plan to target students during SY 2-11-12 as indicated below:

- **per session funds PM school, and Boot Camp**
- **consumable instructional materials**
- **professional development for teachers, administrators and parents**
- **per session to support curriculum writing, and data analysis**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	158	98	65	41	38	10	17	10
10	106	106	82	36	41	5	20	22
11	66	36	32	32	43	8	27	25
12	121	78	37	105	32	4	40	27

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • one-to-one small group tutoring is provided by English teachers daily during lunch time and /or after school • Regents after school tutoring • New York Cares and Macaulay Honors Program at Hunter College provide after school and Saturday tutorials • two experienced teachers provide instruction to both general education as well as ISS students in CTT classes • students receive individualized attention as well as differentiated instruction on a daily basis • in class Regents preparation • intensive Regents preparation class for seniors who have failed the Regents
<p>Mathematics</p>	<ul style="list-style-type: none"> • one-to-one small group tutoring is provided by math teachers daily during lunch time and /or after school • Regents after school tutoring • New York Cares and Macaulay Honors Program at Hunter College provide after school and Saturday tutorials • two experienced teachers provide instruction to both general education as well as ISS students in CTT classes. • students receive individualized attention as well as differentiated instruction on a daily basis • in class Regents preparation • intensive Regents preparation class for seniors who have failed the Regents
<p>Science</p>	<ul style="list-style-type: none"> • one-to-one small group tutoring is provided by English teachers daily during lunch time and /or after school • Regents after school tutoring • New York Cares and Macaulay Honors Program at Hunter College provide after school and Saturday tutorials

	<ul style="list-style-type: none"> ● two experienced teachers provide instruction to both general education as well as ISS students in CTT classes ● students receive individualized attention as well as differentiated instruction on a daily basis ● lab make up classes ● in class Regents preparation ● intensive Regents preparation class for seniors who have failed the Regents
Social Studies	<ul style="list-style-type: none"> ● one-to-one small group tutoring is provided by English teachers daily during lunch time and /or after school. ● Regents after school tutoring ● New York Cares and Macaulay Honors Program at Hunter College provide after school and Saturday tutorials ● two experienced teachers provide instruction to both general education as well as ISS students in CTT classes ● students receive individualized attention as well as differentiated instruction on a daily basis ● in class Regents preparation ● intensive Regents preparation class for seniors who have failed the Regents
At-risk Services provided by the Guidance Counselor	<p>At risk services are provided by the guidance counselor by referral from teachers, administrators, parents and/or other students on a daily basis as needed. Mandated counseling is scheduled as per individual student's IEP.</p>
At-risk Services provided by the School Psychologist	<p>At risk services are provided by the school psychologist three days each week by appointment. The psychologist is available if a crisis arises. The psychologist sits on several school-wide committees.</p>
At-risk Services provided by the Social Worker	<p>At risk services are provided by the school social worker primarily through referrals from guidance counselors and teachers. The social worker acts as the liaison between students, parents, and the school and social service agencies. The social worker also consults with administration, faculty and staff and sits on several school-wide committees.</p>
At-risk Health-related Services	<p>At risk health-related services are provided daily by our health office which is staffed by a full-time nurse and a health aide.</p>

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02M630

School Name: High School of Art and Design

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to our accounting reports regarding the 2009-2010 graduation rate, 9 2005 did not make our graduation rate target for the general population by 1% or 3 students, Black or African American population by 3% or 3 students and the Hispanic or Latino population by 1% or 2 students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our goals are to provide teachers with 17 days of Professional Development by:

- Use learning based standards based on the academic core curriculum to engage students;
 - Encourage differentiated instruction for students to master academic content, learn workforce skills, and build personal strengths;
 - Review the curriculum to address the needs of students who may have learning difficulties;
 - Diversify instructional practices to address the learning needs of students who are having difficulties;
 - Build upon student and community resources to become connected to real world contexts;
 - Usage of multiple measures to assess student outcomes, including performance –based assessments; development of consistent and coherent teaching practices across grades;
-

Part B: For Title I SINI Schools Only

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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen	District 02	Borough Manhattan	School Number 630
School Name High School of Art and Design			

B. Language Allocation Policy Team Composition [?](#)

Principal Eric Strauss	Assistant Principal Bernadette Mikolajczyk
Coach type here	Coach type here
ESL Teacher Barbara Komansky	Guidance Counselor Jan McCray
Teacher/Subject Area Matt DeJong/Mathematics	Parent type here
Teacher/Subject Area type here	Parent Coordinator Janeen Johnson
Related Service Provider Carol Russer	Other type here
Network Leader Nancy DiMaggio	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	70
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1358	Total Number of ELLs	19	ELLs as share of total student population (%)	1.40%
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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.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. HSAD only admits students to the 9th and 10th grade. Virtually 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). All students accepted to and entering HSAD from middle or junior high schools, or from another high school as transfers, have already had their ELL status established by their prior schools. These students arrive at HSAD with HLIS and LAB-R data in their accompanying permanent records. These forms are mailed to each home in every language necessary. The students bring these to orientation, to meet with guidance counselors, translators and our ESL teacher. As a back-up, the ESL teacher meets with all incoming students during orientation, which takes place in the spring prior to the students' starting at HSAD. The ESL teacher conducts oral interviews with each student and obtains a completed back-up copy of the HLIS, signed by the parent or guardian who accompanies each student to orientation. The ESL teacher is fluent in Spanish and French, and can conduct interviews in those languages.

If among the entering students there exist any who have no prior record of establishment of ELL status, the names of those students are given to the ESL teacher by the guidance staff. The ESL teacher interviews these students to determine home language. The HLIS is used during this process. If it is determined that the home language is other than English, the LAB-R exam is administered to these students within 10 days of their starting school at HSAD. The ESL teacher reviews the RLAT, RPOB and RLER reports to identify students who may need to have ELL status established. (As HSAD does not have a bilingual program at present, nor does it have a cohort of students in one language whose parents requested such a program, the Spanish LAB-R exam is not conducted in our school.)

Each year, all ELLs on register at HSAD take the NYSESLAT exam. In addition to class rosters of currently-enrolled ELLs, the ESL teacher uses the RLAT and RMNR to ensure capturing all students requiring the NYSESLAT exam. Guidance staff assist in ensuring that students attend class on all the days the four components of exam are given, as well as helping in accommodating make-up exams by component if necessary. 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 provided with information about the three types of ESL programs available to ELL students in the NYCDOE (self-contained, dual language, transitional bilingual education), and are asked to select which program they would like for their children. If there are 20 students on grade level in a particular language that request a bilingual program, we will offer that program to our students. If there are not sufficient students whose parents request this program, we can recommend that the student transfer to another school or the parents can choose to keep their child in our school. The parent choice letter will be kept on file in the case that other parents on that grade level choose the bilingual program.

HSAD do not presently have in place a procedure to reach out to parents whose prior ESL program choice was other than self-contained. We will be developing this procedure this year, and expect to have it in place for the next incoming cohort.

3. Under the supervision of the Assistant Principal of English/ESL, the ESL teacher prepares and distributes entitlement letters to parents of ELLs via their children. New and continuing ELLs receive letters in the same format. The ESL teacher prepares

and hands out personalized letters to each enrolled ELL, and requests their return with parent/guardian signatures. When the signed letters are returned, the ESL teacher keeps the letters on file in the ESL classroom, where they are maintained alphabetically in annualized folders. As noted above in 1, Parent Survey and Program Selection forms are already in most student records when students enroll at HSAD. For those students whose records do not contain these forms, the Pupil Accounting Secretary locates the students in ATS and enters their data. Entitlement letters are distributed in official class and are maintained in the guidance suite. There is a special official class scheduled to provide dedicated time to execute these tasks.

4. All ELLs at HSAD are placed in freestanding ESL classes. HSAD does not have a bilingual program. See #2 above for more information.

With regard to translation services, our senior class guidance counselor serves as our official translator of Spanish. For all other languages (e.g., Chinese, Vietnamese, Bengali), we use the DOE Translation Hotline to obtain translators by appointment for this purpose.

5. A review of the past few years' Parent Survey and Program Selection forms indicate that parents of ELLs overwhelmingly choose to have their children participate in our freestanding ESL program.

6. The program model for ESL instruction at our school is aligned with parent requests. As noted in #2 above, should a critical mass of parent requests for a bilingual program manifest at our school, we will implement a bilingual program in the appropriate language or languages at that time.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										3	6	5	7	21

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
Total	0	3	6	5	7	21								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	8

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4		1	7		4	8		6	19
Total	4	0	1	7	0	4	8	0	6	19

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	3	3	4	12
Chinese											2	1		3
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	3	6	4	6	19								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Delivery of Instruction

- a. All ESL classes are self-contained. The ESL Department consists of one teacher.
 - 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

A. Programming and Scheduling Information

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.

Additionally, the ESL teacher meets with all current and former ELLs during common free time to support them in content area classes. The ESL teacher provides translation, interpretation and explanation for all content area texts and assignments, when requested by teachers or students. The ESL teacher also directs students to appropriate support materials that facilitate acquisition of content through sheltered English or native language.

Teachers across the curriculum use literacy techniques and context clues when instructing groups with ELLs. Our school inquiry team is focusing on ELLs and developing further suitable strategies based on the data obtained therein.

4. As HSAD does not have a bilingual program or provide native language arts instruction, the school does not evaluate ELLs in the native language.

5. 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.

6. The High School of Art and Design is pursuing purchase of Achieve 3000 in order to accelerate English language development of ELL-SWD(s); in addition to this, grade level differentiation and scaffolding within homogeneously and heterogeneously grouped students is aimed towards mastery of English language skills.

7. Art and Design uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD(s) within the least restrictive environment; using Common Core Curriculum Standards, anticipation guides and language acquisition activities are

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

75%

50%

25%

A. Programming and Scheduling Information

academics (to ensure timely accrual of graduation credits).

B. Programming and Scheduling Information--Continued

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

8. 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.

In the curriculum area of English Language Arts, we are revising to add mock-ELA Regents exams for our ELL population to accustom them to that exam format and content.

9. 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.

10. 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.

11. All programs at HSAD that have served ELLs over the past several years are continuing.

12. All programs at HSAD are available to every student. HSAD offers major study fields in graphic design, illustration, photography, film, cartooning and animation, fashion and architecture. Extra-curricular activities include clubs in a number of artistic disciplines, drama club, philosophy club, student government and athletics. 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. This year ELLs are participating in extra-curricular activities in a number of the above-described disciplines.

HSAD does not have any after-school programs dedicated to ELLs. ELLs participate with the general population in our Regents Prep, SAT Prep and any after-school or Saturday enrichment programs the school offers.

13. 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. We have a good range of adaptive novels and other texts for ELLs to use in conjunction with assigned texts in ELA classes. 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.

14. 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

B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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.

Science:

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. Last year, HSAD implemented a small learning community model. There is a cohort of teachers for each of the four established SLCs in the building (organized by grade) 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.

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?

1. Description of parent involvement in your school, including parents of ELLs:

Annual Activities parents are involved with in our school consist of:

- a) Welcome Back Breakfast/ Afternoon Event in order to provide general school information and resources, conducted in both Spanish and Chinese, as well as English. Translation services available.
- b) V.E.S.I.D. -Disability outreach workshops with bi-lingual facilitator. Translation Services available.
- c) College and Financial Aid Workshop – Simultaneous Spanish translation.
- d) Annual Family Resource Fair ranging from NY Public Library to Health Awareness. Includes Spanish translation. Materials requested in variety of languages.
- e) Parent/Teacher Conferences- 'I Speak' / 10 Questions to Ask at Conferences- on site translation.
- f) Hands on activities such as International Dinner/Holiday Workshop/ Spring Festival
- g) Title I funding availability: Regents and SAT Preparation Workshop - Simultaneous Spanish translation.

Monthly activities include facilitators:

- h) Parent Information Sessions and Activities include ARIS, DAEDALUS, Academic Success, College Prep, GED, Job Search, Career Outreach, Financial Aid, Scholarship, Gallery Exhibits. Internship & Start Business Workshops, Translated materials
- i) "How the High School Admissions Process Works, hosted through the Office of Parent Engagement. Translators on site in French, Spanish and Chinese.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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2. Specification of partnerships with other agencies or CBO to provide workshops or services to ELLs:

Our school does not partner with other agencies to provide workshops specifically to parents of ELL's. We outreach and disseminate routinely. Workshops facilitators are requested to provide materials in both English and other languages for dissemination to our all of our families. A number of CBOs we refer and partner with HSAD community provide support are:

- a) V.E.S.I.D. - Educational Services to Disabled Individuals
- b) Streetwise Partners- Assistance in Job search and Career Change (3 workshops)
- b) WISE - Working In Supporting Education - Financial Literacy & Education (2 workshops)
- c) 92 Street Y- Variety of Lectures and After school Programs
- d) Goddard Options - Advocacy and Community Resources
- e) Learning Leaders- College Resource Planning (Pending)
- f) AccessNYC- Benefit Referrals
- g) New York Public Library - ESL/GED
- h) Workforce Brooklyn/Bronx/Queens- Referral/Classes
- i) Beth Israel Medical Center - Health information Monthly calendar
- j) ARM Program - (4) workshops addressing social needs.
- k) Literacy Assistance Center - Referrals/Resources

3. In addition the HLIS, our Parent Coordinator distributes her own 'Parent Survey' during Orientation, 'Welcome Back Events', Parent Conferences and workshop events. With this information, she is able to assist in evaluating the needs of the parents. In addition, survey responses assist with the determination of future workshops and additional activities to serve the parents.

4. Each year our school offers the resources pertaining to graduation requirements, how to read a transcript and common core standards. Last year our parents showed concern with regard to the NYS Regents Exams as well as the SAT College Exams. We were able to offer workshops to parents and their child an overview of Regents in English, Algebra, Geometry, US History, Global Studies as well as the SAT Exam. Through this we were able to provide to parents the tools to assist their child in preparing for these exams. We provided on site translation. Upon completion of the workshops, parents provide feedback surveys.

E. Parental Involvement

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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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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

8. 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.

In the curriculum area of English Language Arts, we are revising to add mock-ELA Regents exams for our ELL population to accustom them to that exam format and content.

9. 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.

10. 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.

11. All programs at HSAD that have served ELLs over the past several years are continuing.

12. All programs at HSAD are available to every student. HSAD offers major study fields in graphic design, illustration, photography, film, cartooning and animation, fashion and architecture. Extra-curricular activities include clubs in a number of artistic disciplines, drama club, philosophy club, student government and athletics. 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. This year ELLs are participating in extra-curricular activities in a number of the above-described disciplines.

HSAD does not have any after-school programs dedicated to ELLs. ELLs participate with the general population in our Regents Prep, SAT Prep and any after-school or Saturday enrichment programs the school offers.

13. 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. We have a good range of adaptive novels and other texts for ELLs to use in conjunction with assigned texts in ELA classes. 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.

14. 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.

B. Programming and Scheduling Information--Continued

8. 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.
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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. Last year, HSAD implemented a small learning community model. There is a cohort of teachers for each of the four established SLCs in the building (organized by grade) 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.

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?

1. Description of parent involvement in your school, including parents of ELLs:

Annual Activities parents are involved with in our school consist of:

- a) Welcome Back Breakfast/ Afternoon Event in order to provide general school information and resources, conducted in both Spanish and Chinese, as well as English. Translation services available.
- b) V.E.S.I.D. -Disability outreach workshops with bi-lingual facilitator. Translation Services available.
- c) College and Financial Aid Workshop – Simultaneous Spanish translation.
- d) Annual Family Resource Fair ranging from NY Public Library to Health Awareness. Includes Spanish translation. Materials requested in variety of languages.
- e) Parent/Teacher Conferences- 'I Speak' / 10 Questions to Ask at Conferences on site translation.
- f) Hands on activities such as International Dinner/Holiday Workshop/ Spring Festival
- g) Title I funding availability: Regents and SAT Preparation Workshop - Simultaneous Spanish translation.

Monthly activities include facilitators:

- h) Parent Information Sessions and Activities include ARIS, DAEDALUS, Academic Success, College Prep, GED, Job Search, Career Outreach, Financial Aid, Scholarship, Gallery Exhibits. Internship & Start Business Workshops, Translated materials
- i) "How the High School Admissions Process Works, hosted through the Office of Parent Engagement. Translators on site in French, Spanish and Chinese.

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- i) "How the High School Admissions Process Works, hosted through the Office of Parent Engagement. Translators on site in French, Spanish and Chinese.

2. Specification of partnerships with other agencies or CBO to provide workshops or services to ELLs:

Our school does not partner with other agencies to provide workshops specifically to parents of ELL's. We outreach and disseminate routinely. Workshops facilitators are requested to provide materials in both English and other languages for dissemination to our all of our families. A number of CBOs we refer and partner with HSAD community provide support are:

- a) V.E.S.I.D. - Educational Services to Disabled Individuals
- b) Streetwise Partners- Assistance in Job search and Career Change (3 workshops)
- b) WISE - Working In Supporting Education - Financial Literacy & Education (2 workshops)
- c) 92 Street Y- Variety of Lectures and After school Programs
- d) Goddard Options - Advocacy and Community Resources
- e) Learning Leaders- College Resource Planning (Pending)
- f) AccessNYC- Benefit Referrals
- g) New York Public Library - ESL/GED
- h) Workforce Brooklyn/Bronx/Queens- Referral/Classes
- i) Beth Israel Medical Center - Health information Monthly calendar
- j) ARM Program - (4) workshops addressing social needs.
- k) Literacy Assistance Center - Referrals/Resources

3. In addition the HLIS, our Parent Coordinator distributes her own 'Parent Survey' during Orientation, 'Welcome Back Events', Parent Conferences and workshop events. With this information, she is able to assist in evaluating the needs of the parents. In addition, survey responses assist with the determination of future workshops and additional activities to serve the parents.

4. Each year our school offers the resources pertaining to graduation requirements, how to read a transcript and common core standards. Last year our parents showed concern with regard to the NYS Regents Exams as well as the SAT College Exams. We were able to offer workshops to parents and their child an overview of Regents in English, Algebra, Geometry, US History, Global Studies as well as the SAT Exam. Through this we were able to provide to parents the tools to assist their child in preparing for these exams. We provided on site translation. Upon completion of the workshops, parents provide feedback surveys.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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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)														0
Intermediate(I)										1	2	2	3	8
Advanced (A)										2	4	2	3	11
Total	0	0	0	0	0	0	0	0	0	3	6	4	6	19

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	9		3	
Geometry	4		0	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	10		2	
Physics				
Global History and Geography	5		1	
US History and Government	2		0	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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.

3. 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.

4. 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 sophomore 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 2010-11, 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.

5. HSAD does not have a dual language program.

6. The success of our programs for ELLs is determined by their successful participation in and advancement through the academic and extra-curricular programs at HSAD, particularly in the art program. ELLs meet or exceed the rates of achievement gained at HSAD both in class and exam grades. ELLs are extremely high achievers in our art program, and are well represented in our honors and advanced placement classes. The salutatorians of two of the last four graduating classes at HSAD have been former ELLs. Our ELLs have a very high rate of acceptance and attendance to college. All these indicators are used to evaluate the success of our programs for ELLs.

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

School Name: <u>HS of Art & Design</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Strauss	Principal		12/19/11
Bernadette Mikolajczyk	Assistant Principal		12/19/11
Janeen Johnson	Parent Coordinator		12/19/11
Barbara Komansky	ESL Teacher		12/19/11
	Parent		1/1/01
Matt de Jong/Mathematics	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jan McCray	Guidance Counselor		12/19/11
Nancy DiMaggio	Network Leader		12/19/11
Carol Russer	Other <u>Psychologist</u>		12/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M630 **School Name:** High School of Art and Design

Cluster: 2 **Network:** 202

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 (36) languages other than English are used in homes of 498 of our students. We ranked these language groups based on the numbers of homes in which each occurs, thereby establishing the 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 (9) of the (36) 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.

Through various needs assessments, such as ATS report RHLA, Emergency Blue Cards, Parent Coordinator Survey and Conferences, has enabled us to obtain a more accurate description of the needs. These assessments were necessary to ensure a valid budget and appropriate strategy to outreach to all those non-English speaking parents in their home language. It will enable parents to support shared parent-school accountability, educational options, and parents' capacity to improve their children's achievement. Furthermore it provides another avenue, for to increase parental involvement, ultimately confirming accountability.

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 available through the Translation Unit Languages. School Documents translated in the (9) 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 would be needed for Parent/Teacher Afternoon and Evening Conferences and meetings and oral translation of phone messages.

Licensed teachers, paid per-session rate, will provide all oral interpretation.

Parent/Teacher Afternoon and & Evening Conferences will require (5) interpreters in the five lead languages to attend each of the four meetings.

Phone Message: will require (5) interpreters in the five lead languages, to record three phone messages over the course of the 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>.

Translation /Interpretation Over the Phone services, Language Identification Guide and Sample "I Speak Cards" are offered to non English speaking families. Language Identification Guide and Welcome Poster visible at the entrance of our school. Our school has procedures in place for ensuring that important documents including the Parents' Bill of Rights are available in translated languages. Our school has a plan to ensure that critical documents such as report cards, progress reports and information regarding Parent Conferences have proper language availability. Our school has a list of all bilingual staff who can provide additional support for limited-English-proficient parents.