



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL OF ART & DESIGN

DBN (02M630):

PRINCIPAL: ERIC STRAUSS

EMAIL: ESTRAUSS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

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](#).

Name	Position and Constituent Group Represented	Signature
Eric Strauss	*Principal or Designee	On File
Jason Agosto	*UFT Chapter Leader or Designee	On File
Mariana James	*PA/PTA President or Designated Co-President	On File
	DC 37 Representative, if applicable	On File
Jade Babolcsay	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	On File
	CBO Representative, if applicable	On File
Jaclyn Roberts	Member/Teacher	On File
George Zicopoulos	Member/Teacher	On File
Michael Cheverino	Member/Teacher	On File
Gloria Bender	Member/_Parent	On File
Jane Feminella	Member/Parent	On File
Janelyn Devoe	Member/Parent	On File
Maeve Gavagan	Member/Teacher	On File

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By August 2013, the four year graduation rate for cohort O (2013) will increase to at least 83%

Comprehensive needs assessment

Analysis of graduation data from the NYS Annual School Reports over the past three years indicated a steady growth in graduation rate. 2012 data exceeded the 80% state benchmark for the first time. Four year graduation for our students is a priority of our SLT. Continuing the trend to at least 83%, a growth of 1% will be a school-wide goal with preparing our students for post-secondary readiness as an integral part of that. Progress toward graduation data for cohort O has been reviewed in order to determine the target.

Instructional strategies/activities

- 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.
- Teams of teachers meet during common planning time multiple times weekly which will allow them to analyze individual student outcomes across disciplines.
- Uniform (teacher team created) midterms and final examinations will be administered each term in all content areas. Data will be analyzed to modify curriculum to meet the needs of 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 compiles email addresses of parents and family members in order to share school related information, and upcoming events that are of concern to them.
- The Parent Coordinator publishes a bi-monthly newsletter via email which apprises the HSAD community of all current and upcoming activities.
- The Parent Coordinator utilizes the phone master system to inform every home of valuable information and upcoming events that support their children's progress.
- The Parent Coordinator distributes notices via students to remind parents and families of upcoming events.

- **Written and verbal Progress Reports will be periodically given to parents to keep them 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.**
- **We will support parents and families with :**
 - **Materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology;**
 - **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 with translation when appropriate;**
 - **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;**
- **A designated Guidance Counselor works with the senior cohort and families to ensure that the students graduate, and are college and career ready, and communicates with their families the students’ progress towards those goals.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants ^{ARRA}RTTT Other

If other is selected describe here:

Service and program coordination

STH funds are used for basic emergency supplies and other needs to assist students with instructional supplies–improve attendance/graduation rate
 VTEA is used to fund CTE equipment and other instructional items –improve attendance/graduation rate

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, there will be an increase in Average Daily Attendance for SY 2012-13 to reach 91%.

Comprehensive needs assessment

Data reviewed from the past 6 years, indicates we demonstrated steady, small increases in average yearly attendance. Since attendance impacts student achievement, credit accumulation and graduation rate, our goal is to improve attendance each year. Last year our attendance rate was 90.5%

Instructional strategies/activities

- Parent Coordinator and guidance counselors communicate daily with parents when students are absent.
- Daedelus is monitored by the administration weekly.
- An attendance teacher meets with the guidance staff regarding 407 once a week and works with the individual counselors to address long-term absence issues, coordinates home visits, and identifies students approaching 407 status to outreach to the students and parents.
- Classroom teachers utilize Daedelus to notify parents, log outreach and call homes when students are absent or are identified as having cut classes.
- Daedelus is utilized by individual classroom teachers to notify parents of multiple cutting.

Strategies to increase parental involvement

- The Parent Coordinator compiles email addresses of parents and family members in order to share school related information including the attendance policy, as well as communicating on an individual basis regarding student's attendance issues.
- The Parent Coordinator publishes a bi-monthly newsletter via email which apprises the HSAD community of all current and upcoming activities.
- The Parent Coordinator utilizes the phone master system to inform every home of valuable information and upcoming events that support their children's progress.
- The Parent Coordinator distributes notices via students to remind parents and families of upcoming events.
- Written and verbal Progress Reports will be 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.
- We will support parents and families with :
 - Materials and training to help parents works with their children to improve their achievement level, e.g. literacy, math and use of technology;
 - 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 with translation when appropriate;
 - 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:
- Guidance Counselors work with the administration, attendance teacher, individual teachers and families to ensure regular student attendance in order to achieve.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

OTPS

Title III translation funds are used on consumables for parental outreach on attendance – lateness & absences.

STH funds are used for basic emergency supplies and other needs to assist students with instructional supplies–improve attendance/graduation rate

VTEA is used to fund CTE equipment and other instructional items –improve attendance/graduation rate

Private grant 28 funds were used to purchase instructional furniture – improve attendance

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, there will be a 2% increase in the number of students attending 4 year colleges.

Comprehensive needs assessment

In analyzing data available on ARIS regarding our graduates as well as trends from NYS Comprehensive Reports, we noticed that there is a need to improve the number of students attending 4 year colleges. Students and families that apply to our school express their expectations that the students graduate college and career ready. 80% of 2012 graduating class have enrolled in a 4 year college program and an additional 5% are enrolled in a 2 year program which was an improvement of over recent years. Sustaining the growth trend is desired.

Instructional strategies/activities

- Teacher teams will review curriculum to align with college and career ready skills, improve academic rigor and ensure 4 year high school graduation.
- The administration and guidance counselors will monitor student progress toward graduation and articulate finding to teachers, students and parents.
- The leadership will design academically rigorous students' programs and courses to ensure college and career readiness including Advanced Placement courses in Illustration, English, Spanish, History and Biology. Students will be supported in Advanced Placement courses so that they graduate with at least 3 college credits in each course they were enrolled in at HSAD.
- The college advisor will work with individual students to assist them in finding the best fit 4 year college program for their needs and desires.
- The school will host a college fair each year that will introduce students to colleges that have accepted HSAD graduates and are interested in having more students apply to their institutions.
- The college advisor will assist students in the application processes including obtaining scholarships and grants to enable graduates to attend.
- Advisors from approximately 40 individual colleges visit HSAD to meet with interested students and begin the application process.
- College and career counseling begins in 9th grade and progresses through application and acceptance in senior year.
- Naviance, a new web-based program, enables students to plan and track progress toward career goals beginning early in their high school careers through application, acceptance and funding for college.
- Counseling Interns work directly with students on applications as well as provide academic, social and emotional support for the process.
- Friends of Art and Design volunteers provide support to students with tutoring and fundraising to support student success.
- Saturday SAT and Sophomore Skills programs enable students to strengthen their academic skills preparing them for higher level courses.

Strategies to increase parental involvement

- The Parent Coordinator compiles email addresses of parents and family members in order to share school related information including the attendance policy, as well as communicating on an individual basis regarding student's attendance issues.
- The Parent Coordinator publishes a bi-monthly newsletter via email which appries the HSAD community of all current and upcoming activities.
- The Parent Coordinator utilizes the phone master system to inform every home of valuable information and upcoming events that support their children's progress as well as all aspects related to college placement.
- The Parent Coordinator distributes notices via students to remind parents and families of upcoming events.

- **Written and verbal Progress Reports will be periodically given to parents to keep them 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.**
- **We will support parents and families with :**
 - **Materials and training to help parents works with their children to improve their achievement level, e.g. literacy, math and use of technology;**
 - **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 with translation when appropriate;**
 - **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;**
- **The College Advisor provides bi-lingual support and as a guidance counselor works directly with students and families to empower them with the knowledge and skills to explore all options for post-secondary education.**
- **Naviance, a new web-based program, will help students and families connect academic achievement to post-secondary goals, and improve college and career planning. Training has been provided to staff, students and parents on it’s use.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x Tax Levy X Title I Title IIA Title III Grants X Other

If other is selected describe here:

Service and program coordination

- **In order to achieve the graduation rate goal, Title I STH for Non-Title School allocation is used to fund 20% of credit recovery program.**
- **The remaining 80% is funded by Tax Levy funds.**
- **ARRA RTTT Data Specialist and Citywide funds are used to review instructional strategies and its impact of the graduation rate.**
- **Training will be provided for Faculty, Staff, Parents and Students on the effective use of Naviance. This will ensure that there is an increase in the number of students with complete college applications. Teachers will be trained on writing and uploading student recommendations; parents will be trained on**
- **The college office will expand its current internship program to improve the student to college advisor ratio in the college office. Our current relationship with local NYC colleges afford us 4 interns each year. We expect like to increase this number to 8.**
- **STH funds will be used to purchase supplementary materials to improve the academic standing of Students in Temporary Housing.**
- **We plan to expand our network of financial assistance beyond FAD (Friend of Art and Design) to local businesses and the Alumni Association to assist economically disadvantaged with college application cost and the establishment of additional scholarship opportunities to make Private colleges more affordable.**
- **We plan to invite additional private colleges to visit the school to discuss their programs and add an additional college fair to our calendar.**



ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, there will be a 2% increase in the number of students who have achieved college readiness, as measured by an increase in the percent of students achieving 75 and above on ELA and 80 and above on mathematics Regents examinations.

Comprehensive needs assessment

The 2012 Progress Report metric for college and career readiness indicated 31.4% of the students in the College Readiness Index for 4 years earning 0.93 points out of a possible 1.67 points in the metric. This metric measures the percentage of students that entered high school in 2008-09 who have graduated and demonstrated proficiency in reading, writing, and mathematics as defined by the CUNY standards for passing out of remedial coursework. Data was analyzed for the percentage of students achieving 75+ on ELA and mathematics Regents as well which would indicate college readiness level for students attending private colleges since the metric captures CUNY enrolled student data. 40% of our graduates enroll in private colleges.

Instructional strategies/activities

- ELA & mathematics curricula have been revised to align with NYS CCLS and NYS Standards.
- Acuity Assessments are used to identify student needs.
- Uniform Assessments including midterms and finals are aligned to the NYS Regents Examinations.
- “F.A.D.” offers tutoring to improve student achievement.
- The grading policy indicates formal assessments are the major component of student grades. Students are provided supplemental assignments to improve their class grades.
- Teacher teams design rigorous tasks to deepen student understanding.
- In mathematics and ELA, students that have not achieved 75 or above on the Regents will be encouraged to retake the assessment with tutoring, Boot Camp, and targeted skills support.
- Using Common Planning, teachers incorporate extensive writing in mathematics and ELA to enable students to achieve higher Regents grades the first time they are eligible to take the Regents.

Strategies to increase parental involvement

- Written and verbal Progress Reports will be periodically given to parents to keep them 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.
- We will support parents and families with :
 - Materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology;
 - 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 with translation when appropriate;
 - 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:
- A designated Guidance Counselor works with the senior cohort and families to ensure that the students graduate, and are college and career ready,

and communicates with their families the students' progress towards those goals.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy Title I Title IIA X Title III Grants X Other

If other is selected describe here:

Service and program coordination

- Title III translation funds are used on consumables for parental outreach on attendance – lateness & absences.
- STH funds are used for basic emergency supplies and other needs to assist students with instructional supplies–improve attendance/graduation rate
- VTEA is used to fund CTE equipment and other instructional items –improve attendance/graduation rate
- Private grant 28 funds were used to purchase instructional furniture – improve attendance
- Increase tutoring opportunities after school. Funds will be set aside to allow for the Library and Technology rooms to remain open 2 hours after school Monday through Thursday.
- National Honor Society will have daily peer tutoring after school for 2hrs every day.
- Regents Prep tutoring will begin two weeks ahead of schedule to allow students more time to practice for regents.
- All students who scored less than 85 (Mastery) in the ELA and Algebra regents will be scheduled for after school regents prep and reschedule to take the regents exam at the next opportunity.
- All students who have scored above a 75 on the Math regents will be required to take the regents level courses in geometry and Trigonometry in order to meet college readiness standard in Math.
- A C-6 posting will be created for a College readiness advisor who will research and identify students who can meet these criteria and track their progress to ensure they achieve college readiness.
- Expand our current SAT and junior achievement tutoring program to allow a 10% increase in enrollment.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Dept midterms & finals aligned to Regents with results • Using CPT teachers design instructional strategies that address student needs include reading and writing strategies, use of graphic organizers, interpreting fiction & non-fiction text • Interdisciplinary “Bonus Point” opportunities have been created are administered to improve student outcomes 	<ul style="list-style-type: none"> • In-class, whole group • One-to-one • One-to-one 	<ul style="list-style-type: none"> • During the school day • During the school day • During the school day
Mathematics	<ul style="list-style-type: none"> • Identified topics based on item skills analysis in each course • Corrections of student’s work on tasks by students • Reinforcing academic vocabulary 	<ul style="list-style-type: none"> • Boot Camp • Tutoring • In-class 	<ul style="list-style-type: none"> • Saturdays • After school • During the school day
Science	<ul style="list-style-type: none"> • Additional academic support based on individual student needs • Use of graphic organizers, interpreting non-fiction/science text 	<ul style="list-style-type: none"> • Boot Camp • Plato _ online • Tutoring • In-class 	<ul style="list-style-type: none"> • Saturday • On-going-after school • During & after school • During the school day

Social Studies	<ul style="list-style-type: none"> • Test-taking skill strategies including reading and interpreting informational text • Using students individualized Regents data to drive instructional paradigms. 	<ul style="list-style-type: none"> • In-class • Small group and 1 on 1 tutoring 	<ul style="list-style-type: none"> • During the school day • After school • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Referrals from teachers, administrators, parents and/or other students, addresses students concerns and issues, both academic, and personal • Psychologist services acts as the liaison between students, parents, and the school and social service agencies. 	<ul style="list-style-type: none"> • 1-on-1 Guidance Counselor • 1-on-1 School Psychologist • 1-on-1 Social Worker 	<ul style="list-style-type: none"> • On a daily basis as needed • By appointment available three days each week • Through referrals

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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**

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 Committee 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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. [i](#)

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 incorporated across a multitude of subject areas so that students below, above and at grade level can reach their potential.

At present, HSAD has only two ELL-SWDs on register. Following the flexible programming protocol, we meet mandates in the following sequence: IEP (for special education accommodations); ESL (for placement in and level); art (to accommodate student major choice); and

A. Programming and Scheduling Information

academics (to ensure timely accrual of graduation credits).

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

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

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.

15. Every required support service and resource at HSAD is available to students of every age and grade level.

16. In June of the year prior to students entering our school, we offer ELLs the same orientation procedure as we do to all students. That is the sole pre-entry activity at HSAD.

17. See Part III, number 11 (above)

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.

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.

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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.

- Not applicable.
- 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.
- 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.
- 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.
 - & 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.
- HSAD does not have a dual language program.
- 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.