



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE HIGH SCHOOL OF ART & DESIGN

DBN (i.e. 01M001): 02M630

Principal: ERIC STRAUSS

Principal Email: ESTRAUSS@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: NANCY DIMAGGIO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Eric Strauss	*Principal or Designee	
Jason Agosto	*UFT Chapter Leader or Designee	
Sonia Quinones-Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kreg Franco	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Giancarlo Hernandez	Member/ Student Representative	
Mike Cheverino	Member/ Teacher	
Maeve Gavagan	Member/ Teacher	
Jaclyn Roberts	Member/ Teacher	
Leslie-Ann Byfield	Member/ Parent	
Eric Domena	Member/ Parent	
Peter Ross	Member/ Parent	
Kathleen Chambard	Member/ Parent	
George Zicopolis	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 June 2014, there will be a growth in Regents performance for all students in mathematics as measured by an increase in the number of students scoring 80+ on Regents Examinations in order to exceed the Safe Harbor target on the Accountability Report

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.

The NYS Accountability Report 2011-12 indicated a need to improve Regents results since recent changes in the formula has made it necessary for our students to score 80+ to be considered Level 3. College and Career readiness skills in mathematics also would be demonstrated by achieving 80+ on NYS Regents Examination in mathematics. In order to improve student achievement while improving school performance on State and City tools, we have determined that our mathematics goal is highest priority.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development is provided to mathematics teachers designed to improve student outcomes .
2. A three-term Geometry course has been designed for students who have scored below 80 on the Algebra Regents.
3. Courses have been designed with a Common Core mathematics aligned curriculum in Algebra for our 9th grade based on 8th grade data. Students scoring below grade level have been placed in a course designed to both prepare them for the rigorous CCLS assessment requirements as well as supporting them with activities that strengthen foundational mathematics concepts. Deepening understanding in all courses is a priority. For this course, it means that the course is designed to enable the students to achieve 80+ on the Algebra Regents. New resources will be incorporated as they become available from NYSED.
4. A formalized structure has been put in place to ensure that students utilize the numerous opportunities that are available to them to improve their achievement. Upon the recommendation of their teacher, select students are paired with the tutoring option that meets their criteria. The school library is open for students to work on their assignments beyond the school day. Data is collected monitoring usage of each of the options, with feedback on student progress from the
5. Mathematics teachers have implemented effective use of data to improve student outcomes. Summative and formative assessments, meaningful feedback to students, the use of rubrics, and scaffolding of homework occur regularly.

B. Key personnel and other resources used to implement each strategy/activity

1. Newly assigned Assistant Principal, Supervision of mathematics will provide Professional Development through Departmental PD and individualized PD via the observation process
2. The Assistant Principal and teachers of the three term Geometry course collaborate on revising the curriculum and supports for students in the course.
3. The Assistant Principal and teachers of the 9th grade Common Core Algebra course collaborate on revising the curriculum and supports for students in the course.
4. Tutoring is provided on a one-to-one basis by their teachers, by peer-tutors, by (FAD) Friends of Art & Design, by (NHS) the National Honor Society. Library hours are extended to 6pm.
5. The Assistant Principal of mathematics works with individual and groups of mathematics teachers on improving the effective use of data. A school-based concept tracker program has been developed to facilitate the process.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Observations will utilize the Teacher Effectiveness Rubric providing feedback to teachers in all components to address curriculum, instruction and assessment, while department PD will address implementing a Common Core aligned curriculum. Impact will be evident by an increase in the June 2014 mathematics Regents results.
2. Marking period data is reviewed by leadership and teachers to determine refinements to the curriculum and/or supports. Mock Regents and targeted blended learning assignments will be used to evaluate and make adjustments.
3. Marking period data is reviewed by leadership and teachers to determine refinements to the curriculum and/or supports. Common Core aligned task, and assessments along with targeted blended learning assignments will be used to evaluate and make adjustments.
4. Tutoring programs impact student outcomes each marking period as they address students' needs for specific units covered in preparation for classroom exams.
5. All students will be given timely specific feedback regarding their class work, homework and assessments to enable them to reach the goal of 80+ on the Regents Examination upon termination of the course.

D. Timeline for implementation and completion including start and end dates

1. Monthly departmental professional development as well as ongoing informal and formal observations throughout the school year.

2. Refinements to the three-term Geometry curriculum will occur at the beginning of each term.
3. Ongoing refinements to the CCLS aligned Algebra curriculum will occur each term.
4. Tutoring opportunities are ongoing throughout the school day all year long.
5. Specific student feedback will be provided on an ongoing basis.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As all professional development will involve improving student outcomes, strategies will include sharing best practices, deepening both teacher and student understanding, designing curriculum that meets the needs of students based on the most current related student data.
2. A three-term course is uncommon in our school as the school is annualized for all but a very few courses. As a result, this course significantly impacts programming for the whole school, indicating that it is a priority to use that our student achieve 80 or above on mathematics Regents examinations.
3. 9th grade mathematics courses have been programmed so that no student in the class is repeating Algebra. This created several programming scenarios for mathematics that needed to be adhered to.
4. Locations and times are provided for our numerous tutoring opportunities. Students and parents are informed of the options.
5. A school-based data tracking tool has been developed and all staff have been trained in its use. The use of technology through this and other tools to identify student needs and will enable the school to design targeted interventions beyond teacher feedback.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 :
 - o Materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology;
 - o Information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - o Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - o Providing assistance to parents in understanding City, State and Federal standards and assessments
 - o 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;
 - o 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

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

By June 2014, there will be an increase in the number of students with IEPs gaining acceptance to colleges by 10%

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.

Graduation data from various DOE sources have indicated a trend regarding our students with IEPs post high school experiences. Over the past few years the number of students in this subgroup being accepted to post secondary schools has remained very low.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Naviance is used to identify students' career desired path and matching post secondary educational opportunities to the students. An individualized transitional plan is prepared for students with IEPs.
2. Supports will be provided for students with IEPs to facilitate their application and acceptance to CUNY 2 year and 4 year programs as well as other higher education institutions including ensuring that ETS is provided with testing modifications indicated in the IEPs for PSAT and SAT exams, college applications are prepared completely and on time as well as financial aid applications.
3. Technology will be utilized to support students' college readiness skills. Students will be encouraged to participate in SAT online preparation courses, and college readiness on line courses.
4. All upper level mathematics and science courses incorporate the ICT model for Students with IEPs enabling them to experience and succeed rigorous college readiness curricula. All students are programmed for Geometry and Algebra2/Trigonometry so that they have more than the minimum requirements for graduation and are prepared for college with high level mathematics and science coursework.

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance counselors working with individual students and their parents will design a college and career pathway to success.
2. The guidance counselors and college advisor support families with all aspects of college application
3. The guidance counselors and college advisor support students with IEPs in utilizing SAT online preparation courses, and college readiness on line courses.
4. Administration and guidance staff will ensure that students are programmed to better prepare them for post secondary learning.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The scholarship progress of all students including those with IEPs will closely monitored with respect to progress toward graduation and careful appropriate programming that will ensure 4 year graduation and college acceptance.
2. Fourth year students will be assisted at every step of the college application process enabling the number of acceptance to increase. Third year students will begin college planning through website explorations leading to campus visits to ensure that each student applies to several institutions that meet their career aspirations.
3. The number of students utilizing SAT online preparation courses, and college readiness on line courses will be monitored by the administration to ensure its effectiveness.
4. Scholarship of students with IEPs will reviewed by the administration, guidance staff, and teachers to design program modifications and strategies to address the student's needs.

D. Timeline for implementation and completion including start and end dates

1. Beginning in freshman year, Naviance will be utilized yearly for each student.
2. Throughout their high school experience at HSAD with special attention paid in third and fourth years, students and parents will be informed of their progress using Report Cards, individual yearly conferencing with more frequent advisement third and fourth year as needed.
3. SAT online preparation courses, and on line college readiness courses will be in effect throughout the year including during the summer.
4. Marking period scholarship reports will be reviewed as they become available.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students, parents, counselors and Guidance Counselors need training and access to Naviance. Meetings need to be scheduled at a convenient time for all involved.
2. College representatives are invited to HSAD to meet with groups of students and parents for College Fairs, small group meetings, and recruitment as well as campus visits. Meeting logistics, as well as informing families of the opportunities are provided by HSAD.
3. Technology needs to be made readily available at HSAD both during the day and after school in a designated computer lab location.
4. ICT courses have been programmed for all upper level mathematics and science courses. All students with IEPs have been programmed for those ICT courses.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 :
 - o Materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology;
 - o Information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - o Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - o Providing assistance to parents in understanding City, State and Federal standards and assessments
 - o 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;
 - o 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:
- Each Guidance Counselor works with the students in their caseload and families to ensure that their students graduate, are college and career ready, and communicates with their families the students' progress towards those goals.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

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

'By June 2014, there will be an increase in the credit accumulation of third year students earning 10+ credits by 5%.

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 NYC Progress Report 2011-12 third year students earning 10+ credits was the lowest performing compared to peer schools, Since third year students' earning 10+ credits impacts significantly on graduation rate, we are especially concerned about the data. The 2012-13 Progress Report indicated improved results for third year students. Considering for the most part those students had been 2nd year students on the prior Progress Report and that was the group with the best results, we are still concerned about the data for third year students. Our current third year students, 2nd year on the 2012-13 PR, were the lowest performing compared to peer schools. As a result, third year students remain a priority impacting on scholarship, and graduation rates.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Individual and cohort student's progress is monitored in core academic courses for each cohort with attention paid to third year students as data has indicated this as a critical year for four year graduation and post secondary education success.
2. Professional development is provided for all staff on improving teacher effectiveness, deepening understanding, engaging students in learning, the use of data to inform instruction, assessment and providing students with effective feedback. This occurs during designated Professional Development as well as part of the teacher observation and feedback process
3. Extra supports are being implemented to enable students to succeed including blended learning opportunities, PLATO, PM school, Saturday School, and School-

Vacation "Boot Camp".

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, guidance staff, and teachers examine student data as soon as it becomes available to them to address student achievement progress.
2. The administration provides both professional development experiences with the support of the CFN
3. Teachers and administrators design intervention and activities for the support opportunities.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Progress Towards Graduation tracker tool is used to identify students that are almost on track for graduation and/or almost on track for credits to design interventions specific for third year students. Marking Period Report Card data for those students is closely followed.
2. School-wide professional development includes literacy strategies across all disciplines impacting on student achievement overall.
3. Students "in danger of not meeting the course expectations" and their parents are informed of the supports made available to them. Assignments are designed specific to the student's needs based upon class formal and informal assessments as well as Regents results.

D. Timeline for implementation and completion including start and end dates

1. Interventions are designed and implemented commencing prior to the school year and monitored as new data becomes available
2. Professional development is ongoing
3. Activities are provided during the school day, after school, on Saturdays, during school vacations and online at student's leisure.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Interventions require time and personnel to plan activities to support students in the third year.
2. This professional development plan is multi-tiered. With limited time allotted numerous educational activities are designed to impact on multi-disciplines, while prioritizing to make the greatest impact.
3. Programming after school, weekend and vacation supports involve personnel, location, permits and financial resources that are planned for in the budget. PLATO, an online program supplements in class instruction has been purchased.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 :
 - o Materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology;
 - o Information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - o Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - o Providing assistance to parents in understanding City, State and Federal standards and assessments
 - o 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;
 - o 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 third year cohort and families to ensure that the students graduate, are college and career ready, and communicates with their families the students' progress towards those goals.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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 & nonfiction 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-on • 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 • Instructional strategies for interpreting non-fiction/science text with the use of graphic organizers 	<ul style="list-style-type: none"> • Individualized programs: <ul style="list-style-type: none"> ○ Boot Camp ○ Edmentum _ online ○ Tutoring • In-class 	<ul style="list-style-type: none"> • During and 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 and 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, addressing students concerns and issues, both academic, and personal • Psychologist services acts as 	<ul style="list-style-type: none"> • Guidance Counselor - individualized services • School Psychologist and/or Social Worker individualized 	<ul style="list-style-type: none"> • On a daily basis as needed • By appointment available three days each week through referrals

	the liaison between students, parents, and the school and social service agencies.	services	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 630
School Name High School of Art & Design		

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

Principal Eric Strauss	Assistant Principal Bernadette Mikolajczyk
Coach type here	Coach type here
ESL Teacher Barbara Komansky	Guidance Counselor Nicholas Reyes
Teacher/Subject Area Alexander Serrao/Social Studie	Parent Sonia Martinez-Quinones
Teacher/Subject Area type here	Parent Coordinator Janeen Johnson
Related Service Provider Carol Russer	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1445	Total number of ELLs	19	ELLs as share of total student population (%)	1.31%
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Part II: 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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										10	6	1	2	19
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	10	6	1	2	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	11

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ①

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	0	0	5	0	3	11	0	11	19
Total	3	0	0	5	0	3	11	0	11	19

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-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										9	4	1	1	15
Chinese										1	2		1	4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	10	6	1	2	19

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	6	3	5	1
Geometry	1	1	1	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	1	0	0
Living Environment	6	2	4	1
Physics				
Global History and Geography	2	1	0	0
US History and Government	1	1	0	0
Foreign Language	1		1	
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Not applicable (we are a high school).
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiencies reveal the effects of students' learning disabilities on their performance on this exam. 60% of ELLs who have received ESL services for 4-6 years, and 100% of ELLs who have received ESL services for more than six years, are students with IEPs. The majority of these students were born in the U.S. and speak English fluently. Many do not read or write their home language, but only speak it. However, they continue to score at less than proficient levels on the exam. These students are outperformed on the exam by non-ISS students, who usually reach proficiency within three years of being served in ESL classes. Moreover, these students always perform better on speaking than any other section; their skills are challenged in the listening, reading and writing sections by their decoding disabilities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
In general, ESL students at HSA&D score higher in listening/speaking than they do in reading/writing. Behind this are three salient facts: One, the majority of our ELLs are students who receive special education services and who have various cognitive disabilities in language. Two, the same group were born in New York and have received the majority of their education in English. Three, most of the group scored at the advanced level on the 2013 NYSESLAT. In effect, these students are native speakers of two languages, the home language and English. Because of these factors, the programs of our ELLs will be driven first and foremost by IEP requirements. When necessary, a certified special education teacher will be programmed into classes together with the general education certified ESL teacher to ensure that all students learning needs will be met.

Our school does not use AMAO because we are not a Title III school.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. As most of our ELLs have been educated in English, they take most of their Regents exams in English. Moreover, even the few ELLs at our school who can read and write in their native language actually take Regents exams in the native language (those students are given alternative language Regents exams to use during the test, but they actually complete the Regents exams in English). Test scores for the few students who are literate in the native language (who still take the exams in English) are generally consistent with their classroom performance.
 - b. At present, only the ESL teacher is using the results of the ELL periodic assessment to guide instructional planning. As yet, the results of the ELL Interim Assessment have not been made available school-wide.
 - c. What has been learned is that the ELL Interim Assessment is a reliable predictor of student performance on the NYSESLAT. Therefore, the ESL teacher models instruction based on Interim Assessment results when they become available.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable (we are a high school).
6. How do you make sure that a child's second language development is considered in instructional decisions?
By using English as the language of instruction for all core subjects, we ensure constant exposure and practice across disciplines in the second language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not applicable (we do not have a dual language program).

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.). Free-standing ESL is the only program offered to ELLs at our school.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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.
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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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. 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.

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

At present, our ELLs' home languages are Spanish and Chinese. With regard to translation services, our senior class guidance counselor serves as our official translator of Spanish. We have two Math teachers on the faculty who are native speakers of Cantonese and Mandarin. We are able to call on them for any Chinese translation needs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teacher coordinates the scheduling and administration of all aspects of the NYSESLAT exam, including turnkey training of staff to score the speaking and writing sections, notification of parents of ELLs of the exam schedule, and communicating with all teaching faculty about our ELLs' participation in the exam. Students are given individual appointments to take the speaking test that dovetail with the schedules of the ESL teacher (who administers the speaking test) and the scoring teachers (who must be present when the speaking test is administered).

The ESL teacher is the testing coordinator for the NYSESLAT exam. In this capacity, she is supervised by the Assistant Principal of English/ESL, who is the administrator with authority over this area.

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

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. 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 - 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 almost entirely of entering ninth graders, although this year we have three continuing students (one ninth grader and two twelfth graders). We aim to constitute our advanced classes by grade, with one for lower class members (9th and 10th grade), and one for upper class members (11th and 12th grade). We were able to maintain this format with this year's ELL enrollment. Paste response to questions here:
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)?
 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 the Assistant Principal of Guidance (who is in charge of programming at the school), as well as program office staff. The ESL teacher obtains the necessary reports (RLAT, RLER, RNMR, among others) to verify placement information and to ensure that programming staff receive it.
 - a. HSAD students at the intermediate level receive 360 minutes of ESL instruction each week from the certified ESL teacher. The ESL teacher has dual certification in ESL and English, and intermediate students' ELA needs are met in the ESL classroom. Students at the advanced level receive 180 minutes per week from the certified ESL teacher, and are also programmed for 180 minutes per week of ELA in a class staffed by a certified English teacher.
3. 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 foster language development and meet the demands of the Common Core Learning Standards.

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.

The ESL teacher is also licensed in English Language Arts. With the English department, she has participated in all professional development activities conducted around the Common Core, and adapts and implements the teaching and assessment strategies acquired in these sessions for the ELL population.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Appropriate evaluation across modalities is ensured by formative and summative classroom assessments given in ESL class. Subject teachers of classes that are heavily writing-based (social studies and English language arts [for advanced ESL students]) share essay and test results of ELLs in those classes with the ESL teacher, who uses the data to drive instruction in ESL class. Moreover, the data derived from the semi-annual administrations of the ELL Interim Assessment is used in the processes of curriculum planning and development.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There are no SIFE students enrolled at HSAD.

b. Over the past three school years, we have enrolled a very small number of ELLs who were in US schools for less than three years. These 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.

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 peer tutoring programs. In addition, they are enrolled in special Regents preparatory sections to ensure that they receive the instruction they need to master the exams.

e. Former ELLs are tracked by the ESL teacher after they score at the proficient level and are no longer for ESL classes. The ESL teacher conferences with all of their content area teachers to monitor the former ELLs' preparedness for Regents exams and other assessments. The ESL teacher offers tutoring to former ELLs on the same schedule as is available to current ELLs. Moreover, ELLs who achieve proficiency on the NYSESLAT are eligible for extended time on Regents exams. The ESL coordinator tracks these students and ensures they are granted this testing modification. We also enroll transitional students in our after-school Regents preparatory tutoring sessions, which are funded by Title III.

7. 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?
 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 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, the majority of ELLs on register at HSAD are SWDs. 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 academics (to ensure timely accrual of graduation credits).
 Paste response to question here:

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

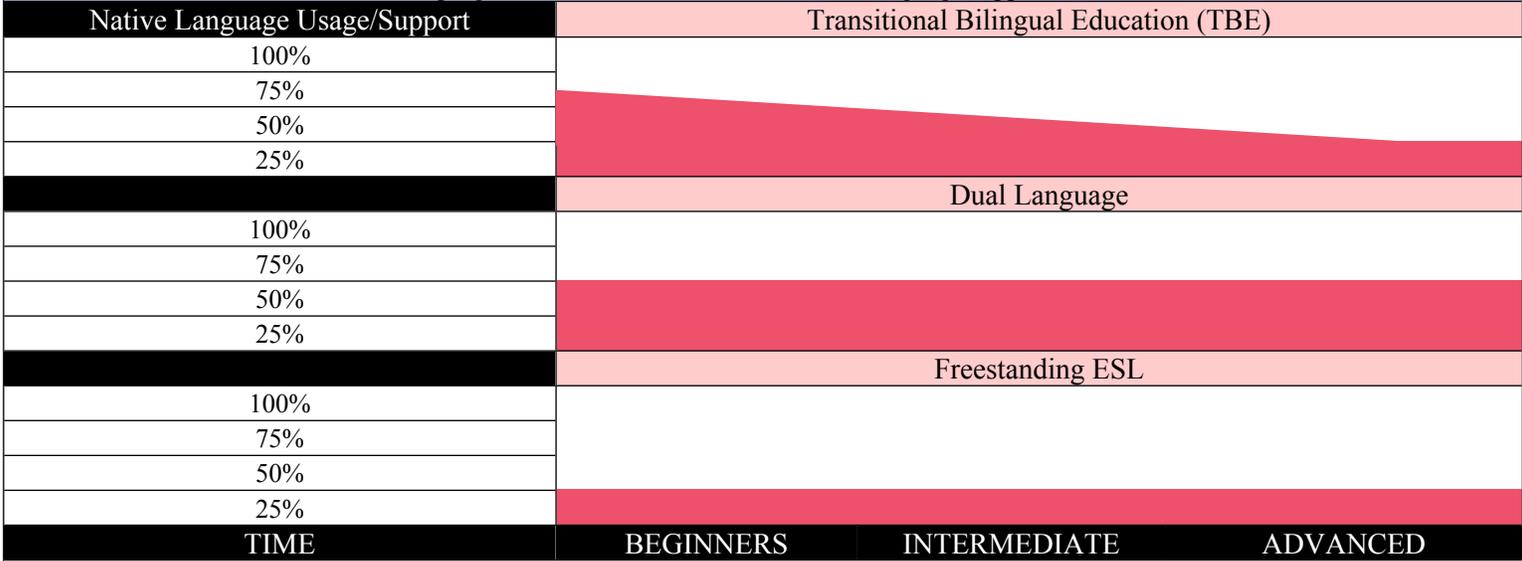
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.

The ESL teacher coordinates intervention services for ELLs across the content areas. She receives curriculum materials from social studies and science teachers that are used during tutoring sessions with ELLs. These materials are all in English, and the ESL teacher adapts them to support ELLs in the content areas. She also arranges for native language tutoring in Math in Chinese with two of the senior math faculty. As noted above, ELLs are strongly encouraged to participate in our peer tutoring and Friends of Art & Design tutoring programs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Because of the experience, flexibility and availability of the ESL teacher and the small number of ELLs at our school, ELLs here are able to receive attention tailored to their individual needs. The ESL teacher knows every ELL and supervises his or her academic program in conjunction with the guidance and programming department. She monitors transcripts and report cards and implements support and resources when the need is indicated (such as alternative language support materials and versions of the Regents exams, when available). She is in close contact with all parents of ELLs, and in that way is able to prompt action that supports the students in the home as well as at school. In general, ELLs at HSAD pass Regents and graduate at rates similar to the overall population of the school, which are high compared to New York City students overall. Moreover, graduating ELLs are accepted to both four and two year colleges, which is another benchmark of success of our program.

11. What new programs or improvements will be considered for the upcoming school year?

Due to budget constraints and the extremely small number of ELLs enrolled at our school, no new programs are being considered for the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

We intend to keep in place all programs currently on offer to our ELL population.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. ELLs participate with the general population in our Regents Prep, SAT Prep and any after-school or Saturday enrichment programs the school offers.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

PHSAD does not offer native language instruction classes. We do offer heritage foreign language class in Spanish. At this time, Spanish is the only language class (other than English) offered at our school.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required support services are organized and scheduled through the Guidance department. Counselors review programs, transcripts and IEPs to ensure that all support services and resources are grade and age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
Because of the depth of our Art program and the extra art courses all students take at our schools, we do not offer foreign language courses beyond the required two credits of foreign language required of all students for graduation.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Not applicable. (We do not have a dual-language program.)

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - HSAD has implemented a small learning community model. There is a cohort of teachers for each of the four established SLCs in the building (organized 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.
 - Professional development activities at our school that support the Common Core Learning Standards are geared to core curriculum areas. Teachers participate according to license (the ESL teacher participates in Common Core professional development with the English department). All teachers are guided to adapt Common Core teaching strategies for ELLs, using specially prepared scaffolds and other materials that will help ELLs master the core subjects.
 - 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.
 - 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. 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 Paste response to questions here:

E. 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 response to question here:

Part VI: LAP Assurances

School Name: High School of Art & Design

School DBN: 02M630

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Strauss	Principal		1/1/01
Bernadette Mikolajczyk	Assistant Principal		1/1/01
Janeen Johnson	Parent Coordinator		1/1/01
Barbara Komansky	ESL Teacher		1/1/01
Sonia Martinez-Quinones	Parent		1/1/01
Alexander Serrao	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nicholas Reyes	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Network: **2.02**

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 (33) languages other than English are used in homes of 456 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 (7) of the (27) languages are available through the DOE Translation and Interpretation Unit. We established translation needs for both school document 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.

Using 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 the shared parent-school accountability, educational options, and parents' capacity to improve their children's achievement. Furthermore, it provides another avenue, 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 (6) 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.