

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M630

School Name:

HIGH SCHOOL OF ART & DESIGN

Principal:

FRANCES DE SANCTIS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M630
School Type: CTE Grades Served: 9-12
School Address: 245 East 56th Street, New York, NY 10022
Phone Number: 212 752-4340 Fax: 212 752-4945
School Contact Person: _____ Email Address: _____
Principal: Frances De Sanctis
UFT Chapter Leader: Jason Agosto
Parents' Association President: Sonia Martinez-Quinones
SLT Chairperson: Nancy Richards
Student Representative(s): Malik Fequiere, Kamillah Collins

District Information

District: 2 Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue, New York, NY
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212 356-3739 Fax: 212 356-7514

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 202 Network Leader: Nancy DiMaggio

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frances De Sanctis	*Principal or Designee	
Jason Agosto	*UFT Chapter Leader or Designee	
Sonia Martinez-Quinones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Malik Fequiere, Kamillah Collins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maya Zabar	Member/Teacher	
Nancy Richards	Member/Teacher	
Ashleigh Staton	Member/Teacher	
Kathleen Chambard	Member/ Parent	
Leslie-Ann Byfield	Member/ Parent	
Peter Ross	Member/ Parent	
Christine Engler	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- I. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- II. School strengths, accomplishments, and challenges.
- III. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The High School of Art & Design is a career and technical high school. All the three year majors incorporate unique experiences for the students. The mission of the High School of Art and Design is to inspire, educate and fully prepare our students from all populations of artistically gifted learners to become exceptional artists and creative problem solvers, to become the future leaders in the world of visual arts. Through a unified curriculum that incorporates a broad spectrum of disciplines integrating art, technology and academics, we prepare students to be college and career ready with industry-standard mastery in the major of their choice. We promote strong ethical values and professional attitudes, fostering a sense of community among our students, staff and parents. Through our efforts, students become enthusiastic life-long learners as well as productive and concerned members of the global community.

The staff is comprised of academic teachers, 22 teaching artists, 5 Guidance Counselors, and 18 non-teaching staff member. Several members of the staff, who are not art teachers share an interest and a talent in Art and participated in the Fall Faculty Art Show and Draw-A-Thon. The academic teachers integrate art in some way into many of their lessons and student projects. Common Planning Time represents new collaborations in our school community as we focus on student success per grade level. Students select an art major and work in a studio classroom beginning in sophomore year.

Below is information the CTE teachers, all professionals in their field would like to share about the programs we offer.

The **Illustration** program is a three year sequence of courses that builds upon a year of foundation courses in basic drawing and design skills. Students are taught a broad range of skills from traditional to digital to prepare for an evolving marketplace. Students are expected to be competent in all drawing and painting mediums as well as Photoshop. Students also learn how to create original reference through the use of digital photography.

The Illustration teachers, bring a wealth of experience and talent into the classroom. In addition, our alumni are actively involved in our program. They make regular classroom visits each year to share their experience with students and to keep us abreast of contemporary developments in the field.

Illustration students have won hundreds of prizes in citywide, state, and national competitions. In the *Scholastic Regional Competition* last year we won over a hundred different prizes. We also won five National Gold Medals. We had sixteen winners in the *NYC Parks Department Water Resources Art Competition* in 2014. We have annual winners in the *NYC Electrical Workers Holiday Card Competition*. We won the *Ezra Jack Keats Bookmaking Award* for the last two years. We have had students exhibit their work at the Metropolitan Museum of Art in the *PS Art Competition* for the last six consecutive years. Our seniors have won numerous *Dedalus Foundation Grants* and *Rothko Grants*, and have received recognition in the national *Young Arts Awards*. Two of our seniors split the \$10,000 *Random House Art & Writing Award* in 2014. Our students win many college scholarships including the *School of Visual Arts Henry Wolf Scholarship*. We have several students who have earned full scholarships to SVA and RISD. Our students attend the major art colleges throughout the country. We also offer an Advanced Placement Illustration program.

Art & Design has a close relationship with the Art Students League of New York. They provide dozens of scholarships to our illustration students annually to study at the league in the summer months. Last year they organized a show in Chelsea on EMOA Space for A&D scholarship students. We also have a close relationship with the Society of Illustrators. They provide workshops, internships, and free access to their galleries.

The **Architecture** program has been active with the SkillsUSA NYC Area 5 and NYS Competitions for the past two years.

We have won several medals from the NYC Regional competitions and a glass trophy for National Guard Boot Camp.

Our main feature that kicked off this year was that we won the Blue Ribbon Editor's Choice for the Maker's Faire, which took place at the Queens Museum in September. This was in collaboration with, the Animation, Architecture & Technology Departments. We highlighted on the historic World's Fair of 1939 & 1964 which included 3D printing of Dinosaurs inspired by Sin Claire's Dino-Land. As a 3d Printer & animation club, the architecture and animation students will be collaborating with the Queens Museum in building a World's Fair futuristic model.

Our senior curriculum has been approved by the College Board Preparatory Program. Our senior year features Skyscraper Design for Abu Dhabi, UAE in the Fall semester; and in the Spring, our students work on a group thesis involving Neighborhood Planning. In the past, we have collaborated with the Animation department for the Willets Point Revitalization, and this year we are collaborating with the Fashion department. Fashion students will be designing a skirt inspired by our students' skyscraper designs. Our architecture students will also design the installation of the Fashion Style Show during the Spring Arts Festival.

We have professional industry partnerships who support our three year sequential Architecture program. This includes internships and students grants for architectural and interior design firms.

The **Graphic Design** program is guided by two educators with 30 years combined industry experience. Recently our CTE curriculum, that includes sophomore through senior year, was state approved. Besides various internships that are available to our students through our Work Based Learning program, we have partnerships with DDB advertising, AIGA, and Ogilvy & Mathers where students gain first-hand experience of graphic design industry standards. We have collaborated with multiple organizations such as Studio in a School, Abrams Art Center/Henry Street Settlement and Word Above the Street. We have also collaborated with both art and academic disciplines on various projects. Our department is responsible for all promotional materials for the school which includes brochures, posters, newsletters, signage, and invitations. This past year, two graphic design students received scholarships from the School Art League along with both graphic design teachers for their dedication to teaching art. Over the summer, 44 of our students attended a summer course arranged by DDB to teach them coding. This program will be continued as an afterschool program in the spring semester.

The graphic design sequence begins in the sophomore year where students work exclusively in a traditional hands-on environment. Sophomores learn Adobe Photoshop, Illustrator and InDesign, industry standard software. During their junior and senior years, students focus on completing a college level portfolio which includes a variety of projects such as visual identity, branding, package design, promotional, surface textiles, and advertising campaigns. Final senior portfolios are reviewed by industry professionals.

The **Fashion** program recently partnered with Pratt Center for Community Development and their initiative *Made in NYC*. Pratt has agreed to support our design students and provide them with a professional collaboration with local garment manufacturers so students will have hands-on experience with local resources learning the process of actualizing a design. Our students will work with these facilities from concept to final designed garment. The fashion students will present their realized pieces during the A&D Spring 2015 Style Show. The Fashion department has been awarded the ETA grant that will enable the Fashion Design Seniors to collaborate with the Broadway theatre, and Roundabout Theatre Company. The fashion students create (in studio) the costume designs for a musical, analyze the script, research historical & cultural detail and see the realized Broadway version of *Into the Woods* soon after the completion of the in-class costume design project. Students will work parallel with a Costume Designer visiting artist throughout the process.

Fashion students also collaborate with other areas of focus within Art & Design. Currently, the fashion seniors are collaborating with the architecture department exploring the customs and design aesthetic of the United Arab Emirates. The designers are influencing one another through presentations and roundtable discussions. Their final product will be a sky scrapper design (architecture) and a skirt design (fashion) that parallel style and inspiration of the UAE.

Our three-year college-level curriculum is studio based. Students learn all the aspects and careers available in the apparel business from pattern making, merchandising, fashion editorial styling, costume design, menswear design, childrenswear design, ready-to-wear design and all aspects of technical design from constructing a garment to

communicating with a sample factory domestically or in Asia.

The **Film/Video** program is a three-year college-level curriculum is studio based. Students learn the elements of preproduction, production, and postproduction, by producing five to six short films each year in small groups. Our filmmaking students produce their films in full HD, using Prosumer HD cameras, high fidelity condenser microphones, and professional lighting gear. Industry-standard non-linear editing software Adobe Premiere Pro and Final Cut Pro are used for post-production with each student assigned to his or her own personal computer workstation. Through hands-on learning, students immerse themselves in the comprehensive theoretical and technical curriculum, gaining industry skills while building developing a professional portfolio and film

The Film/Video reel program has won first prize in the Citywide Graphic Arts Competition for the past five years in a row, placed Silver Medalist in the New York State level Skills USA Digital Cinema Production Competition, and has won first place in ABC/Disney's Get Reel With Your Dreams tri-state film competition three times in the past five years. In the past five years, our students have won over \$60,000 for films that were entirely student-produced. Our students' work has been screened at the Museum of the Moving Image, the Sony Theatre, and in taxicabs throughout New York City.

Commercial Photography is a three-year highly intensive, technical program where students learn the science and art of the medium. Students learn to explore the world through the lens of their own DSLR camera, which they must purchase and have available for use before the commencement of the course. Throughout the three-year sequence, students will learn the business of the profession, and will graduate with a professional-grade digital and printed portfolio , a resume , cover letter , business cards and industry certification in photographic content and Adobe Photoshop.

The High School of Art & Design has not slackened their quest for excellence. The animation department won the Blue Ribbon at the Maker's Fair this October in Flushing Meadow Park for their 3-D printing of Dinosaurs and other artifacts from the 1964 World's Fair Sinclair Oil exhibit. The school's venue stood almost exactly where the Sinclair Oil exhibit had once been. We are currently in development with the Queens Museum to continue our project to create a virtual World's Fair exhibit.

This year we began a new major within the animation program, Game Design. Each year since 2012, we have been invited to screen our animations at New York Youth Media Arts Show, held at both the Museum of the Moving Image and at the Paley Arts Center.

In the 2012-13 school-year, our students placed as Silver Medalists the local level Skills USA Animation Production Competition, and have been invited to compete at the State level every year since.

Students have participated in internship programs. Over the past 8 months, students had opportunities as both paid and volunteer interns. Some of our students interned over the summer at District 75 helping junior high school students in self-contained special education programs to learn to animate their ideas with *ToonBoom*. Students garnered paid internships over the summer at MC Toys and some are still interning voluntarily.

Most of the students in the senior animation class became certified in *ToonBoom* as sophomores. In the 2012-2013 school year, a senior student won the gold medal in the Scholastic Art & Writing Awards in the Video Gaming Category. He won \$1,000 and a state of the art laptop.

Students learn the elements of preproduction, production, and postproduction. They learn animation using both traditional and digital tools. Industry-standard non-linear creation & editing software *ToonBoom Animate Pro*, *AutoDesk Maya* & *Adobe Premiere Pro* are used for production and post-production, with each student assigned to his or her own personal computer workstation. The animation students have attended the Fall and Summer *Comic Cons*, as well as *MOCCA*, *Bronx Heroes* and other conferences. Students have showcased and sold comic books, buttons, tee shirts, posters, DVD's and CD's of game proto-types. Through hands-on learning, students immerse themselves in the

comprehensive theoretical and technical curriculum, gaining industry skills, while developing a professional portfolio.

3) Growth

- I. Literacy across curriculums; you will see increased writing in math and in science classes. This is visible in
a) explaining equations b) improved written responses in lab reports and c) articles assigned in Do Now(s)
- II. English teachers in Common Planning Time support these other teachers. This is visible in sharing argumentative essay instructional models and tutoring colleagues in Paragraph Tasks.
- III. Close Reading and Annotation is widespread in the English Department.
- IV. Close Reading is an area of focus for all academic departments.
- V. Close Reading is an area of focus for all ISS instruction.

Areas of Focus

- I. College and Career Readiness

2) School Strengths

- I. Eagerness amongst faculty members to collaborate on interdisciplinary tasks. English and Art teachers support this dynamic. Common Planning Time has afforded colleagues the opportunity to formally collaborate as never before.
- II. Below follows a brief description in no particular order of a sample of our students' accomplishments during 2013-14 school year.
 1. **Alliance of Young Artists and writers: Scholastic Art Awards:** 4 National gold key winners, and over 100 regional winners of Gold and Silver awards. These included entries from Illustration majors, Cartooning and Animation majors as well as photography.
 2. **Young Arts National Competition** winner
 3. **PS Art finalists:** Two students were winners and one semifinalist of Studio in School Scholarship (\$1000)_Work exhibited at Metropolitan Museum of Art.
 4. **SkillsUSA** State Level Competition Photography SILVER MEDAL WINNER
 5. **School Art League awards:** Henry Wolf SVA Scholarship award, Art Directors Club Award: Jane Curliano Mazzella Scholarship
 6. **Two Dedalus Scholarships winners for Excellence in Art: (\$2000)**
 7. **Mark Rothko** Award for excellence in painting:
 8. **National Art Club** Students competition 2nd place(College level)
 9. **Alliance Summer Art Program**
 10. **Victor Stabin** Daedle Doodle Award for Creative Drawing
 11. **Susan Summer** Scholarship awards
 12. **NY Electrical Contractor's Union Award**

13. Parson's Pre-College Scholarship award
14. AAA Safe Teen driving Award: 4th place
15. Winner and runner up of the NY City Directory Cover Competition.
16. Ezra Jack Keats Bookmaking competition Borough-wide winner for Manhattan High Schools
17. 28th Water Resources Art and Poetry awards
18. Water color Society awardRandon House Creative Writing Awards for Graphic Novel: \$10 000 scholarship to Tribeca Films 1st Place Winner
19. Get Reel with Your dreams Disney/ABC PSA Film Competition
First and third place \$16000
20. 2014 Citywide Graphics Competition: 1st place in and 3rd Place: Student Film makers Competition and 1st place in Digital video competition.
21. Senior and Junior students exhibited at the Diversity Lens Project at the Tweed building.(Exhibit upstairs in the Sky gallery)
22. EMOA Space gallery exhibit for illustration students.
23. Henry Wolf Summer workshop award

Software Technical Assessments administered at HSAD:

Skills USA 3-D Animation and Visualization certification;

Skills USA Photo Certification.

Skills USA Advertising Design Certification

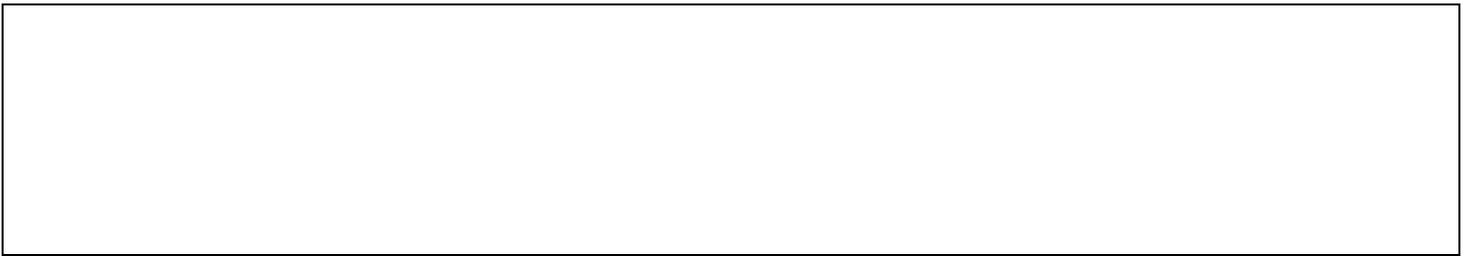
ADOBE PREMIER PRO Certification;

AUTOCADD Certification from Certiport.

ACA Visual Communications PHOTOSHOP ASSOCIATE

III. Challenges:

- a) Programming the school around the various art majors and ensuring that the required core subjects are spread out to allow for flexibility in student programs.
- b) The CTE office of Secondary Readiness is stressing the importance of providing all students with a solid grounding in coding and web-design. How do we program the school to include these essential skills of the 21st century in addition to helping them achieve CTE endorsements on the diplomas?
- c) Number of students applying through the High School Application Process is not equal to the number of students who audition.



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data sources show a trend of lower percentages of passing rates for 10th grade students. Regents pass rates for Earth Science, in particular, are lower than other subject areas for the same grade. As of June 2014, 44% or 78 students 1 grade 10 passed the Earth Science Regents. Of 252 students enrolled in the class, only 76% were eligible to sit for the exam. While 80% of students graduate in 4 years, according to the School Quality Snapshot for 2013-2014, only 34% graduate college ready. By increasing the pass rate on the Earth Science Regents for students in grade 10, more students may go on to take Chemistry and be more fully prepared for college level work.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2015, there will be growth in Regents performance for the 2017 cohort (10th grade) in earth science as measured by an increase in the number of students completing a sufficient number of labs to be eligible to take the regents from 76% to 80% (168 students) resulting in an increase in the number of students passing the regents from 44% (78 students) to 55% (94 students)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Instructional time is extended to 6 periods inclusive of the lab experience, provided by subject based certified teachers inclusive of certified teachers for students with disabilities. • Professional Development provided to science 	2017 Cohort – 10 th grade including students with	<ul style="list-style-type: none"> • September 2014 to June 2015 	All Assistant Principals

<p>teachers is designed to improve student outcomes. Specifically, Universal Design for Learning strategies to ensure curriculum is accessible for a variety of learners, as well as assessment practices that can be used to identify areas of need and inform unit and lesson revision. There is a focus on an increased demand for literacy on lab reports and more hands-on learning during the instructional recitation. Additionally, the use of science articles is encouraged to support reading of complex text.</p> <ul style="list-style-type: none"> • Observations will utilize the Teacher Effectiveness Rubric providing timely and actionable feedback in all components to address questioning, discussion, assessment and engagement strategies. Department PD will address implementing Common Core Literacy standards. • A structure has been put in place to ensure that students utilize numerous opportunities that are available to them to improve their achievement. Upon the recommendation of their teacher, selected students are paired with the tutoring option including the lab experience. 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 so that outreach is ongoing. 	<p>disabilities</p> <p>Science teachers</p> <p>Students in 10th grade Earth Science classes</p>	<ul style="list-style-type: none"> • September, November, January, and monthly department meetings • At least 4 times during each term • September through June • Quarterly Data review 	
<ul style="list-style-type: none"> • Teachers collaborate to identify modifications necessary to make the curriculum accessible to a variety of learners. • Professional development is aimed at identifying strategies to ensure intellectual engagement and includes assessments and surveys to address the learning needs of students with disabilities so that a quality IEP is made available to each teacher. • Teacher to student feedback is provided on an on-going basis and there are ongoing checks for understanding • Scaffolds, including technology, visual representations, graphic organizers, and modeling are utilized to provide multiple entry points for learning. 	<p>2017 Cohort – 10th grade</p>	<ul style="list-style-type: none"> • Weekly CPT • Monthly Department Meetings • On-going • On-going 	<p>Assistant Principals</p>
<ul style="list-style-type: none"> • Use of an on-line grading system, “Skedula” to inform students and parents/guardians of classwork, homework, projects, and grades is emerging. • Phone calls are on-going and outreach is logged. • Progress reports are mailed home between each of 	<p>2017 Cohort – 10th grade</p>	<p>On-going September 2014 to June 2015</p>	<p>All Assistant principals; Parent Coordinator Guidance Counselor provides</p>

<ul style="list-style-type: none"> the 3 report cards that are issued to students. PTA meetings include updates from administration and teachers. Parent Coordinator is available to assist all parents with inquiries. Correspondence is sent to parents in English and Spanish Common Planning Time permits for parent and/or student conferencing during the school day. 			translation services
<ul style="list-style-type: none"> Timely and actionable feedback of classroom observations to support teacher effectiveness. On-going professional development and support to reach a normed understanding of the competencies in teacher effectiveness. Intervisitations with colleagues provide teachers with an opportunity to share best practices and reflect on their own practice. Collaboration to develop questioning and discussion techniques to provide students with more opportunities to make their thinking visible. Common planning time permits for teachers to conference or tutor student during the school day. 	2017 Cohort – 10 th grade	<ul style="list-style-type: none"> Quarterly review of Advance data Monthly Three times by end of first term. Weekly As needed 	All Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Effective programming of the master schedule
- Early review of student transcripts is needed to ensure students are appropriate placement of students
- In addition to teacher tutors, peer tutors and Friends of Art & Design (FAD) tutors
- Assistant Principal of Science to work with science teacher to improve the effective use of data.
- Assistant Principal of Science and science teachers collaborate to use assessments to revise curriculum/units/lessons and supports for students in units/lessons.
- Assistant Principal will provide professional development through departmental PD and individual feedback via the observation process.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	Title I Basic	Title IIA	X	Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.						
<ul style="list-style-type: none"> Title I STH funding is used to purchase Regents prep books. 						

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By December, science teachers will have received actionable feedback on at least 2 observations.
- Science teachers will have participated in at least 4 professional development experiences by January
- Assistant Principal and teachers will utilize at least 2 common assessments to collaborate about the scaffolds

and strategies to allow access to the curriculum for a variety of learners by January

- Outreach to parents will be monitored quarterly and direct contact will be made for at least 50% of students.
- Students will be identified for tutoring and lab make-up before January Regents administration.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to data sources, for cohort 2016, only 58% of students with IEPs are on track with 4 credits in English. In order for there to be an increase in the number of students gaining entry into college, credit accumulation and graduation must be timely.
There are 65 students with IEPs in cohort 2017.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

2. By June 2015, there will be an increase in credit accumulation in English as measured by a 10% increase in the number of 10th grade Students with Disabilities (2017 cohort) earning 4 credits in English from (29 students) 58% to (46 students) 68%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Students in cohort 2017 with an Individual Education Plan (IEP) are being supported in Integrated co-teaching classes and/or resource room, or self-contained classes for English. • APs review of class data each marking period to use for discussions around curricula and teacher practice • Professional development for English teachers is designed to improve student outcomes. In addition to Universal Design for Learning strategies to ensure curriculum is accessible for a variety of learners, multiple assessments are used to identify areas of need and inform unit and lesson revision. The main focus is on the Common Core 	2017 students with IEPs	September 2014 to June 2015	All Assistant Principals PD Consultants APs APs

<p>instructional shifts in ELA.</p> <ul style="list-style-type: none"> • Observations will utilize the Teacher Effectiveness Rubric providing timely, and actionable feedback in all components to address questioning, discussion, assessment and engagement strategies, department professional development (PD) addresses academic rigor and strategies to support students. • A structure has been put in place to ensure that students utilize numerous opportunities that are available to them to improve their achievement. Upon the recommendation of their teacher, select students are paired with the tutoring. 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 so that outreach is ongoing. 		<p>According to the Calendar of Observations</p> <p>Reviewed by marking period</p>	<p>All APs</p> <p>All APs</p>
<ul style="list-style-type: none"> • Teachers collaborate to identify modifications necessary to make the curriculum accessible to a variety of learners. • Professional development is aimed at identifying strategies to ensure intellectual engagement and includes assessments and surveys to address the learning needs of students with disabilities so that a quality IEP is made available to each teacher. • Teacher to student feedback including rubrics for writing is provided on an on-going basis and there are ongoing checks for understanding • Scaffolds, including technology, visual representations, graphic organizers, essay outlines and modeling are utilized to provide multiple entry points for learning. 	<p>All students with IEPs</p>	<p>September 2014 to June 2015</p> <p>Common Planning Time (CPT) days, Full PD day, Department Meetings</p> <p>September to June</p> <p>September to June</p>	<p>All APs</p> <p>APs/PD Consultants</p> <p>APs/teachers</p> <p>APs/teachers</p>
<p>Teachers are using an on-line system, Skedula, to inform students and parents/guardians of classwork, homework, exam grades. Students and parents have access to “Pupil Path” to keep track of their assignments. Time is built into a teacher’s day to allow for parent outreach, grade conferencing, co-planning, and IEP writing.</p>	<p>All students</p>	<p>September 2014 to June 2015</p>	<p>All Assistant Principals</p>
<p>Teachers meet to co-plan lessons in order to ensure modifications are provided for students as needed.</p>	<p>Students in the ICT environment</p>	<p>September 2014 to June 2015</p>	<p>All Assistant principals</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Effective programming of the master schedule is critical in order to spread classes out during the school day so that students can be placed in the appropriate environment based upon the IEP or ELL status. A careful review of student

transcripts is needed to ensure students are appropriately placed into the appropriate environment for content area classes. Appropriately licensed teacher for students with disabilities to ensure appropriate modifications. Sufficient funds to hire and retain appropriately licensed teachers, Funds to support computer software (Revolution for Math) tutoring, and homework help; Timely IEP updates to assure least restrictive environment

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> • <u>By October, students attending tutoring, using library assistance for homework,</u> • <u>By February, increase in the number of teachers using Skedula for posting assignments</u> • <u>By October, sufficient teaching power for ICT classes and Resource room.</u> 				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school Quality Report indicates that only 34% of students are College and Career Ready. Only 24% (81 students) in the 2015 cohort have met both Math and English benchmark for College and Career Readiness .

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

3. By June 2015, students will demonstrate College Readiness in ELA as evidenced by a gain in the number of students who earn at least an 75% on the ELA Regents from 61% (206 students) in the 2015 cohort to (289 students)in the 2015 cohort, 71%. In math, increase the number of students who earn an 80% on a math Regents from 89 students (26.5%) to 109 students (37%). This Increase will be reflected in the School Quality Report for 2014-2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Integrated Co-teaching classes support students with IEPs to ensure that scaffolds and modifications are provided. Tutoring is available before, during, and after school hours. The library is open after school hours, 4 days a week for homework help. • Professional development is on-going as it relates to strategies that address common core instruction and differentiated instruction. • Students who have not met the College Readiness target will retake the ELA and Math regents. 	Students in 2017 cohort	September 2014 to June 2015	Assistant Principals/Principal

<ul style="list-style-type: none"> Professional development on Universal Design for Learning strategies are addressed to assure access for all students Formative assessments are used to monitor learning and inform instruction. Varied tasks that allow for student choice are incorporated into lessons. Purposeful grouping where appropriate will support student engagement. 	Students in 2017 cohort with IEPs and ELLs	September 2014 to June 2015	Assistant Principals/teachers
<ul style="list-style-type: none"> Teachers are using an on-line system, Skedula, to inform students and parents/guardians of classwork, homework, exam grades. Students and parents have access to “Pupil Path” to keep track of their assignments. Time is built into a teacher’s day to allow for parent outreach, student conferences, co-planning where appropriate 	Student in 2017 cohort	September 2014 to June 2015	All Assistant Principals/teachers
<ul style="list-style-type: none"> Teachers meet twice a week, by grade, across content areas to identify strategies for building students’ skills. Teachers share best practices for building literacy skills Teachers and administrators intervisitation across subject areas followed by discussion with use of protocols Entire staff will engage in team building activities. 	Students in 2017 cohort	Intervisiatons by groups will occur quarterly	Assistant Principals/teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Effective programming of the master schedule is critical in order to spread classes out during the school day so that teachers can be scheduled for a common planning time period. A careful review of student transcripts is needed to ensure students are appropriately placed into the appropriate environment for content area classes. Sufficient funding to support tutoring. On-going professional development and support for student engagement, differentiation, and use of Skedula.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p>
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- Feedback on observation reports will reflect strategies to advance teacher practice in all competencies.
- Feedback from teachers regarding PD will help to generate differentiated PD .
- Minutes from common planning time meetings will reflect strategies being implemented to support lesson study.
- Department meeting agendas and minutes will reflect use of data to inform lesson adjustment and curriculum adjustment..

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based upon a review of teacher evaluations in the Advance system, an area in need of improvement is Questioning and Discussion and Assessment. Because these 2 components greatly impact the level of student engagement, our school wide instructional focus is anchored in student engagement. Our professional development plan includes sharing best practice to

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

4. By June 2015, 80% of teachers will possess a normed understanding of the competencies that are inclusive of the Danielson’s Framework and at least 75% of the lessons will receive an effective rating for component 3c – Engagement as measured by teacher evaluations on the Advance system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Teachers will identify professional goals. Professional development will be reflected in classrooms across content areas. Professional development is connected to Danielson’s Framework for Teacher Effectiveness • Assistant principals accurately align evidence and feedback to Danielson’s Framework 	All students	September through June	Assistant Principals/teachers/PD consultant/Talent Coach/Principal
<ul style="list-style-type: none"> • Inter-visitation will focus on competences from Danielson’ Framework 	All students	September through	APs/ teachers*

<ul style="list-style-type: none"> Professional Development will be differentiated. 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. 		June	
<ul style="list-style-type: none"> Provide parents with support for using computer systems to keep track of student progress 	All students	September to June	APs/Parent Coordinator
<ul style="list-style-type: none"> Teachers use protocols to engage in conversations about intervisitations and lesson study. One-to-one, professional conversations with the principal and assistant principals 	All students	September to June	APs/Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule that permits a common planning time period; funding to support outside PD for teachers/APs and consultants for in-house PD support

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By January, Advance data will reflect completed observations according to the calendar provided

By January, PD plan will reflect differentiated professional development related to teaching practice

By January, Recommendations for teaching practice will be implemented and evidence in observation reports.

By January, Teacher feedback will reveal a deeper understanding of competencies

Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The technical assessment for illustration and cartooning changed because the NYC Art Regents is no longer accepted as a technical assessment for our programs. As a result, only 14% of students were able to earn the CTE diploma last year. Our architectural design program no longer has the articulation from Hunter College which prevented our program from being CTE approved by NYS

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- | | |
|----|---|
| 5. | Increase the number of students who earn a CTE endorsed diploma from for 39 students (14%) to 40% as measured by our school data. |
|----|---|

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Through our partnership with Exploring The Arts, every CTE teacher has access proficient in software programs that are used in our CTE programs. • Searching for a articulation partner in Architecture • Fashion/Costume Design will be submitted for CTE approval. 	All students	Sept to June	AP/CTE teachers
<ul style="list-style-type: none"> • All 10th graders are taught how to take the technical assessment . • Seniors will be given special after school instruction in order to strengthen their computer skills on software 	10 th and 12 th graders	12 th grade will be registered for PM	AP/CTE teachers

<p>programs so they can take technical assessments which will earn them CTE endorsed diploma</p> <ul style="list-style-type: none"> Students with disabilities are ensured the same extended time for the technical assessment as they are afforded during their academic classes. This has been established with Certiport through whom the assessments are offered. 		instruction	
<ul style="list-style-type: none"> Parents are invited to volunteer to assist during school events, including field trips, student presentations, art openings, and CTE Professional Careers Month 	All students	According to calendar of events	Parent Coordinattor/AP/CTE teachers
<ul style="list-style-type: none"> Teachers collaborate on projects to enhance learning for all students. CTE teaching artists at the school promote professionalism and individual growth towards portfolios through their expectations in their studio classrooms. All projects are presented with very clear criteria and specifications similar to what would be found between clients and firms. Therefore, the experience in the classroom prepares the students to be successful in their internships as well as their 	All students	September to June	Parent Coordinator/APs/teachers/Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Maintenance of computer systems; funding to support after school instruction

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

- By January, seniors will be enrolled in a support class after school to prepare for Certiport Exam
- Practice exams will be given at onset of course to determine strengths and weakness
- Practice exams will demonstrate readiness for the final Certiport exam.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Student who failed ELA regents or scored less than 85% mastery are grouped into a remedial class. Students who failed a marking period were assigned to mandatory tutoring including ISS students. All ISS students are scheduled into SETSS class as per their IEP	Student grouped to work on regents and literacy skills through literacy-rich environment which invites students to be actively engaged. Library program models this	Tutoring is provided to students one-to-one tutoring, small group and peer tutoring before/after school by licensed teachers; FAD provides tutoring during school day	Tutoring is provided before/after school and during school day
Mathematics	A double period Integrated Algebra class was created to students who scored a 1-1.9 including ISS students. All ISS students are scheduled into SETSS class as per their IEP	Students are grouped based on skill set. Instruction is provided to assist with problem solving, generating solutions, computational skills and/or algorithms and processes bridging the learning gaps	Tutoring is provided to students one-to-one tutoring, small group and peer tutoring before/after school by licensed teachers; FAD provides tutoring during school day	Tutoring is provided before/after school and during school day
Science	All 10 th grade students taking Earth Science are receiving 5 periods of instruction/recitation and one additional period for lab including ISS students. All ISS students are scheduled into SETSS class as per their IEP	Instructionally based	Tutoring is provided to students one-to-one tutoring, small group and peer tutoring before/after school by licensed teachers; FAD provides tutoring during school day	Tutoring is provided before/after school and during school day

<p>Social Studies</p>	<p>For student who failed global and/or US history, they are grouped into a remedial class. There are two classes for global that are remedial for seniors who have been unable to pass the global regents. All ISS students are scheduled into SETSS class as per their IEP</p>	<p>Student grouped to work on regents and literacy skills through literacy-rich environment which invites students to be actively engaged</p>	<p>Instruction time – small class size</p> <p>Tutoring is provided to students one-to-one tutoring, small group and peer tutoring before/after school by licensed teachers; FAD provides tutoring during school day</p>	<p>Tutoring is provided before/after school and during school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students failing one or more classes; failing one/more regents. All ISS students are scheduled into SETSS class as per their IEP</p>	<p>Students are identified and programmed into correct courses, programmed into an 11th period class, and programmed into afterschool tutoring</p>	<p>Individualized/ on line computer based instruction</p>	<p>After school and during school day</p>

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **The High School of Art & Design**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3	0	0	5	0	3	11	0	11	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	3	0	0	5	0	3	11	0	11	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	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
Intermediate(I)										4	1		2	7
Advanced (A)										6	5	1		12
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2	1	0	0
Geography				
US History and	1	1	0	0
Foreign Language	1		1	
Government				
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:

- 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).
- 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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. 

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).aste response to question here: Paste response to question here:

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

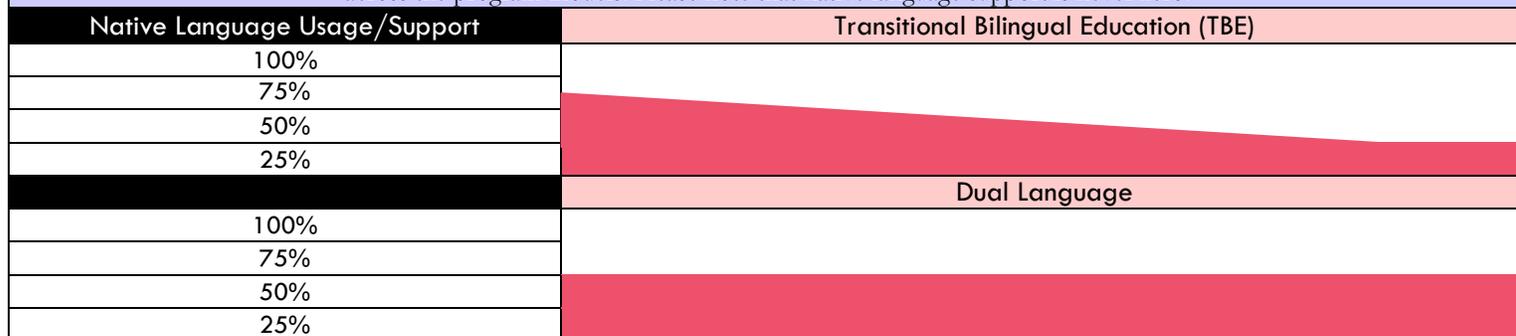
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. 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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. 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.

1. 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.

2. 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.

3. 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.

4. 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.