

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**02M630**

**School Name:**

**ART AND DESIGN HIGH SCHOOL**

**Principal:**

**ERIC STRAUSS**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The High School of Art & Design School Number (DBN): 02M630  
Grades Served: 9-12  
School Address: 245 East 56<sup>th</sup> Street, NYC, NY 10022  
Phone Number: 212 752-4340 Fax: 212 752-4945  
School Contact Person: Frances DeSanctis Email Address: fdesanc@schools.nyc.gov  
Principal: Frances De Sanctis  
UFT Chapter Leader: Jason Agosto  
Parents' Association President: Sonia Martinez-Quinones  
SLT Chairperson: Nancy Richards  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 2 Superintendent: Fred Walsh  
Superintendent's Office Address: 333 Seventh Avenue, NY, NY  
Superintendent's Email Address: FWalsh@schools.nyc.gov  
Phone Number: 212 356-3754 Fax: 212 356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, NYC, NY 10001  
Director's Email Address: Ychu@schools.nyc.gov  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
To be selected	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
To be selected	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ashleigh Staton	Member/teacher	
Maya Zabar	Member/teacher	
Nancy Richards	Member/ teacher	
Kathleen Chambard	Member/ parent	
Christine Engler	Member/parent	
Peter Ross	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leslie Ann Byfield	Member/parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### I. Contextual Information

#### A. Context

##### 1. Demographics

Art and Design is a high school with 1,438 students from grade 9 through grade 12. The school population comprises 25% Black, 53% Hispanic, 12% White, and 9% Asian students. The student body includes 1% English language learners and 15% special education students. Boys account for 43% of the students enrolled and girls account for 57%. The average attendance rate for the school year 2013-2014 was 89.6%.

##### 2. Unique Characteristics

For nearly eighty years, Art and Design High School has nurtured talented students to become accomplished professionals through its extensive art programs. Our state of the art facility enables students to excel in all digital media including animation, graphic design, digital photography, and film/video production and editing. Located in the heart of New York City's design center, we are a committed CTE high school. All licensed art teachers are professional artists and our industry partners collaborate to ensure that students are introduced to and taught required software programs for their field of study. Art and Design High School has a community of scholars dedicated to fostering the creative and academic talents of each of our students. We are nationally known for our design programs in architecture, fashion design, graphic design, illustration, digital photography, cartooning, animation, and film/video technology. Our graduates are well prepared to attend the college of their choice and become leaders in the arts and the community.

#### B. Mission Statement

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.

#### C. Collaborations and Partnerships

Students may receive CTE endorsement in the following areas: Film/Video Production, Commercial Photography, Cartooning and Animation, Graphic Design and illustration. Our program majors are: Architectural Design, Commercial Photography, Film and Video Production, Cartooning and Animation, Fashion and Costume Design, Illustration and Graphic Design. The school engages in partnerships with: **Studio in a School** (students can attend portfolio development courses at their site and participate in the Bloomberg internship through them), The **Metropolitan Museum of Art, MoMA**, **Tribeca** (for film instruction), **Exploring the Arts** (for teacher grants, apprenticeships and scholarships), **Center for Architecture Foundation**, **Society of Illustrators/MOCCA**: Our illustration classes use the Society for field trips and the Society arranges lectures and presentations with famous illustrators for the students. Internship program through Work-Based Learning (WBL), CAE, Apollo Theater; CUNY College Now, Portfolio Development. **Art Students**

**League:** Provides scholarships to students over the summer to study at the League; **Ace Mentoring** : This is an intra-city mentoring program with many construction, engineering and architectural firms. **DDB Worldwide Advertising Agency** has partnered with our school to provide job shadowing and training to junior graphic design students. **AIGA** : They sponsor a one-on-one mentoring program through the Department of Education. We currently have over 40 mentoring pairs with AIGA. **Art Directors Club of New York:** Provides a series of workshops with professionals and students on six Saturdays in the fall as well as in the spring. We currently have two students attending these workshops. **Manhattan Graphic Center:** Provided free printmaking workshops for students at the High School of Art and Design. Other academic partnerships: Brooklyn Museum, New School for Social Research, Gilder Lehrman Affiliate school, Inter-Art

## II. Special Student Populations

Students with disabilities comprise fifteen percent of our student population. As a result, the High School of Art and Design provides a range of settings to meet the varied needs of the students. Students are placed into the appropriate setting as mandated by their Individualized Education Plan (IEP). Academic courses for students with disabilities are organized as either self-contained, Integrated Co-Teaching, or General Education with SETSS. The variety of classes ensures that students are programmed into the least restrictive environments, which then promote learning, engagement, and growth. Instructional Support Services teachers and general education teachers continue to collaborate to implement differentiated instruction to serve all students.

In addition to these class options, students receive the mandated counseling, speech therapy, and other related services as described in their IEPs.

## III. Framework for Great Schools

As a result of shifts in leadership, the High School of Art and Design is currently an institution in a state of transition. This year, teachers and administrators worked on collaborative teams to address student needs, with a special focus on engagement and questioning. These goals aligned with the school's instructional focus, as defined at the beginning of the school year. The faculty and staff continue to make efforts to increase collaboration to ensure that all students receive access to rigorous instruction.

### A. School-Defined Instructional Focus:

To strengthen literacy skills for all students across all content areas by creating daily lessons that engage students in text that is both challenging and accessible and which will require students to discuss and respond to text-dependent questions.

### B. Area with Progress: Assessment

Teachers have a deep understanding of the standards-based curricula, and they, as a result, design assessments and performance tasks that measure student growth and learning. After analysis of student work and team meetings, teachers are able to design and implement instruction that addresses ongoing student needs in the classroom. Teachers provide feedback, both oral and written, that articulates next steps for student growth and improvement.

### C. Area of Focus:

#### Collaborative Teachers/Rigorous Instruction

Through teacher collaboration, school stakeholders are beginning to articulate a set of beliefs about how students learn best. Members of the school community need to continue to collaborate to develop these beliefs, especially in their relationship to the Danielson Framework for Teaching and instruction. As teacher pedagogy begins to reflect a coherent set of beliefs, the needs of all students will be met, thus resulting in school-wide improvements in the quality of student discussion and work products.

## 02M630 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1484	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching	47
Types and Number of Special Classes (2014-15)					
# Visual Arts	64	# Music	N/A	# Drama	N/A
# Foreign Language	23	# Dance	N/A	# CTE	19
School Composition (2013-14)					
% Title I Population	2.8%	% Attendance Rate			90.6%
% Free Lunch	58.3%	% Reduced Lunch			10.6%
% Limited English Proficient	1.3%	% Students with Disabilities			15.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			24.7%
% Hispanic or Latino	52.8%	% Asian or Native Hawaiian/Pacific Islander			9.3%
% White	11.9%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.8	# of Assistant Principals (2014-15)			6
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			6
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	82.3%	Mathematics Performance at levels 3 & 4			71.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.5%	% of 2nd year students who earned 10+ credits			72.7%
% of 3rd year students who earned 10+ credits	76.5%	4 Year Graduation Rate			80.6%
6 Year Graduation Rate	91.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	NO	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Findings:** Curricula and academic tasks do not consistently emphasize higher order skills across grades and subject areas for all learners, including students with disabilities. Data for 2012-13: 73% of 10<sup>th</sup> graders passed the Global History Regents . Only 23% with 85 or higher. Data for 2013-14: 69% of 10<sup>th</sup> graders passed exam, only 26% with an 85% or higher.

**Supporting Evidence :** All students do not consistently have access to rigorous curricula designed to meet their varied learning needs. Based upon the Quality Review feedback, not all lessons included evidence of the teacher acknowledging a diversity of learning styles.

#### **Strengths:**

- Assessments are aligned to the curricula. Teachers use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

#### **Needs:**

- Routine rigorous instruction that is aligned with expectations of the Common Core.
- Collaboratively build units using an organized pattern around themes and scaffold literacy skills horizontally and vertically including strategies to address the need of diverse learners.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 a team of social studies and English teachers will collaboratively develop CCLS aligned units of study and performance tasks for 9<sup>th</sup> grade Global History to improve rigorous instruction as measured by the development of 6 units of study.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• A rubric for unit development will be generated by teachers to address the essential elements required for rigorous instruction, including key vocabulary, multiple entry points to address the various learning styles and modalities.</li> <li>• Using the 2014-2015 Social Studies Scope and Sequence, 9<sup>th</sup> grade teachers will create a curriculum map scaffolding the Common Core literacy standards into each unit. Each unit will culminate in a performance task.</li> <li>• After implantation in the spring term, performance tasks may be analyzed by teachers during department meetings.</li> <li>• Professional development aligned with Danielson’s component for Designing Coherent Instruction.</li> </ul>	<p>9<sup>th</sup> grade Global History</p>	<p>September 2015 through June 2016</p>	<p>AP Social Studies, social studies and English teachers</p>
<ul style="list-style-type: none"> <li>• Teachers across the department will post assignments and grades on Skedula to inform parents of the expectations for rigorous instruction.</li> <li>• Curriculum night will inform parents about curriculum expectations</li> </ul>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>AP Social Studies, social studies teachers</p>
<ul style="list-style-type: none"> <li>• Once a term teachers will engage students in a project based learning activity that crosses a unit of study and their art major.</li> </ul>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>AP Social Studies, AP Art, and teachers</p>
<ul style="list-style-type: none"> <li>• Teachers will engage in discussion and professional learning that analyze the Academic and Personal Behaviors (APBs) necessary for College and Career Readiness.</li> </ul> <p>Teachers will design instructional practices that infuse their knowledge of APBs with their content to reinforce the skills associated with knowledge retention and application</p>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>AP Social Studies</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
A team of teachers and assistant principals, NYC Social Studies Scope and Sequence, Common Core Literacy Standards, per session allocation, faculty and department meeting time											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 4 performance tasks for 9 <sup>th</sup> grade Global History and corresponding curricula will have been completed for implementation in the spring 2016 term.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Findings:** The school is developing its structures for teachers to collaboratively engage in inquiry work, including the analysis of student data and work products. In 2012-13, 52% (183) students taking the Geometry Regents for the first time, passed. In 2013-14, 92 % (85 students) passed. In January, 2015, 62 % passed.

**Supporting Evidence:** The impact of teacher teams has yet to reach the instructional practices of the majority of teachers thus missing opportunities for increased student learning. In the 2014-15 school year, the 9<sup>th</sup> grade team was engaged in an inquiry process informed by a baseline reading assessment administered earlier in the year. Data analysis revealed that many student were struggling with making inferences. The team implemented teaching strategies that addressed the skills gap. All 9<sup>th</sup> grade students were re-assessed to see if progress had been made. This type of grade-wide inquiry approach has yet to take hold in the three other grades.

**Strengths:** An Inquiry team across grades and subjects was formed to examine and identify learning gaps in core subject areas. This team informed the grade level teams.

**Needs:** . Programming must allow grade level co-teachers a common period so that teachers can engage in meaningful work to support student improvement. Time built into school day for teacher collaboration across subjects and grades will impact student outcomes.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Geometry Inquiry Team members will collaboratively analyze student performance tasks to improve problem solving skills as measured by a 5% increase in students scoring at or above passing rate on the Common Core Geometry Regents.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Create a uniform curriculum with uniform assessments for teaching Common Core Geometry in the 2015-2016 school year (including daily formative assessments)</li> <li>• Conduct item analysis of the June 2015 Common Core Geometry exams to see where the misconceptions and deficiencies occurred during our Geometry CPT meetings.</li> <li>• There will be a performance-based project at the end of every unit to enhance skills learned, with real world applications when applicable</li> <li>• Geometry Inquiry Team members will lead department meetings to discuss our findings and how we can alter the curriculum to address the needs of the students.</li> <li>• At department meetings, team will discuss the next topic that students had misconceptions on (based on the Regents data) and come up with methods to teach that topic differently so that more students will be able to master it (ie: real world applications)</li> <li>• Geometry Inquiry Team will attend off-site Professional Development on Common Core Geometry and how to best teach the curriculum and will turnkey this information at department meetings.</li> </ul>	<p>Students at various performance levels</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principal Math, Geometry Inquiry team</p>
<ul style="list-style-type: none"> <li>• Common Core Geometry tutoring will be offered at various times during the week. Students will have the opportunity for Regents Tutoring in the weeks leading up to the June exam.</li> </ul>	<p>Students at various performance levels</p>	<p>September 2015 through June 2016</p>	<p>Assistant principal math, teachers</p>
<ul style="list-style-type: none"> <li>• Send a letter home to be signed by parents to help them understand the rigorous instruction and the common core in order to gain the support of parents so that they will encourage the students at home.</li> </ul>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>Assistant principal math, teachers, parent coordinator</p>

<ul style="list-style-type: none"> <li>• Curriculum night will provide parents with the syllabus</li> <li>• Assignments will be posted on Skedula so that parents and students are aware of the course requirements and progress throughout the year.</li> </ul>			
<ul style="list-style-type: none"> <li>• Once during each term, a math teacher and an art teacher will collaborate to assign a project that integrates students' art major</li> </ul>	All students	Fall term, Spring Term	Assistant principals of math and art, teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teaching staff, common core geometry textbooks, time allotted for meetings within the school day or outside of the school day.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A uniform midterm would be a given as a measure of success at the midpoint. A mock regents would be given as the final exam so that we could look at the data and go over any problem topics with students before they sit for the actual regents.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
•			
•			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

•
---

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Findings :** According to the 2013-2014 School Survey, 77% of parents who responded agreed or strongly agreed that they are informed about their child’s learning as well as being informed about services such as tutoring and after-school programs. **Supporting Evidence :** Parent response during the 2014 Quality Review, indicated that there are inconsistencies in accessibility of teachers via email and inconsistencies regarding the accuracy and timeliness of information on Skedula.

**Strengths :**

**Needs :**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will develop more consistent, clear communication with families regarding what students are learning as measured by a 10 % increase if parents who respond that they agree or strongly agree on the School Culture section of the NYC School Survey or a positive response on the Quality Review.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Develop a time line in which assignments will be posted to Skedula. Each department will decide upon the number of assignments to be posted each marking period.</li> <li>• Progress Reports generated by Skedula will be printed and mailed to students' homes.</li> <li>• Phone calls to parents/guardians by guidance counselors and teachers will be on-going throughout the school year.</li> <li>• Use of Skedula will be monitored in order to maintain consistent communication. Datacation support will be sought when necessary.</li> <li>• On-going training will be available for parents at workshops prior to PTA meeting, incoming 9<sup>th</sup> graders, teachers.</li> </ul>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>All Assistant principals and teachers</p>
<ul style="list-style-type: none"> <li>• Redistribute parent log-in information for Pupil Path.</li> <li>• At least twice during the fall term, the PTA meeting will be dedicated to training parents on the use of Pupil Path</li> </ul> <p>Prepare and distribute a calendar of events to parents by October 1<sup>st</sup>. Monthly email/newsletter of upcoming events, activities, and important reminders.</p> <ul style="list-style-type: none"> <li>• Invite parents to volunteer to assist during school events, including field trips, student presentations, art openings, and CTE Professional Careers Month</li> </ul>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>Parent Coordinator</p>

<ul style="list-style-type: none"> <li>• Offer a Curriculum Night during the month of September 2015</li> </ul> <p>Assistant principals will present department highlights at one PTA meeting during the fall term</p>	All students	September 2015 through June 2016	Assistant principals, teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
* Parent Coordinator, teachers, and assistant principal for training.											
* Datacollection support											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• <u>By the end of the first term, a number of assignments will be posted on Skedula for each subject area.</u></li> <li>• <u>Five parent newsletters will have been distributed to students</u></li> <li>• <u>A parent and student survey will be conducted.</u></li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Student who failed ELA regents or scored less than 85% mastery are grouped into a remedial class.</p> <p>Students who failed a marking period were assigned to mandatory tutoring including ISS students. 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. Library program models this</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>
<b>Mathematics</b>	<p>A four-term common core algebra was created to support students who scored a 1-1.9 including ISS students. Students are scheduled into SETSS class as per their IEP</p>	<p>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</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>
<b>Science</b>	<p>All 10<sup>th</sup> grade students taking Earth Science are receiving 5 periods of instruction/recitation and one additional period for lab including ISS students. Students are scheduled into SETSS class as per their IEP</p>	<p>Instructionally based</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>

<b>Social Studies</b>	<p>For student who failed global and/or US history, they are grouped into a remedial class.</p> <p>There are two classes for global that are remedial for seniors who have been unable to pass the global regents. 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>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>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students failing one or more classes; failing one/more regents. Students are scheduled into SETSS class as per their IEP</p>	<p>Students are identified and programmed into correct courses, programmed into an 11<sup>th</sup> 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:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### 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 activities and strategies for high quality professional development for teachers, principals, 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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**

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. The High School of Art & Design 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

**[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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 with 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>630</b>
School Name <b>High School of Art &amp; Design</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Frances De Sanctis</b>	Assistant Principal <b>Bernadette Mikolajczyk</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Barbara Komansky</b>	School Counselor <b>Nicholas Reyes</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Sonia Quinones</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Janeen Johnson</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	1480	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
--	------	----------------------	----	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	13	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	4			2			7		6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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										5	3	3	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Hebrew										1				0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)										1				0
<b>Expanding</b> (Advanced)										5	3	3	1	0
<b>Commanding</b> (Proficient)										6	7	1	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										6	7	1	1	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	1	0
Integrated Algebra/CC Algebra	14	0	5	0
Geometry/CC Algebra	1	0	1	0
Algebra 2/Trigonometry Math _____	1	0	1	0
Chemistry	1	0	1	0
Earth Science	1	0	1	0
Living Environment	13	0	8	0
Physics	1	0	1	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6	0	2	0
Geography				
US History and Government	1	0	1	0
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 HSAD does not have an ELL population in the early stages of literacy. HSAD does not have any SIFE students. A minimum of developed literacy is required to be able to participate the audition that qualifies a student to enter HSAD. Therefore, we do not have a need to assess the early literacy skills of our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across proficiencies reveal the effects of students' learning disabilities on their performance on this exam. 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Currently, our school (HSAD) has an ELL population of 13. There has been a decreasing trend in the number of ELLs enrolled over the past years. HSAD has not met the minimum number of students for a Title III for some time. Therefore, we do not use the AMAO tool.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Our ELLs take all their tests in English. For Regents exams, if the ELL reads and writes in the native language and an alternative language edition of that exam is available, the ELL will be given that edition to use during the test (along with all other stipulated accommodations, such as glossaries and live native-language translators), but the ELL writes the exam in English. The majority of our long-term were born in the U.S. and speak English fluently. Many do not read or write their home language, but only speak it. They are only able to write in English, and so take all their tests in that language.

b/c. As our ELL population is both non-traditional (dominant learning-disabled and American-born) and very small, our school leadership and teachers have found that giving the ELL periodic assessment has little utility to inform our programming and curriculum decisions. We have not given the ELL periodic assessment since the first year it was offered as an option to DOE schools.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Not applicable (we are a high school).

6. How do you make sure that a student's new language development is considered in instructional decisions? We allocate 15% of the school calendar professional development hours to inform faculty of language development assessments and strategies so that teachers across the disciplines can implement pedagogy that supports achievement by ELLs. At the beginning of the school year, the ENL Coordinator provides information to the full faculty about the ELL population, its members' backgrounds and educational experiences. Additionally, 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 target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). By tracking student achievement in course completion (credits/grades); on standardized exams (NYS Regents exams, NYC Measures of Student Learning, NYSESLAT, PSAT/SAT; and through graduation statistics, we are able to determine the success of our program.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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/NYSITELL 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. For parents whose home languages are something other than Spanish, French or English, we use documents and services provided by the DOE Translation Unit. Our school's Parent Coordinator assists in the logistics of providing parents with native-language documents.

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 NYSITELL 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. We will continue to use results of the Parent Survey & Program Selection Form with parents of students newly enrolled in the NYCDOE to inform our procedures to determine what type of ENL program we are obligated to provide.)

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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

HSAD does not have SIFE students. Because HSAD is an audition school, students who wish to enroll must have access to information about our entrance process. This information is available to those enfranchised to an academic system; it would not reach someone not attending school. Should any pedagogue, counselor or administrator perceive potential SIFE status in a student, we will use the SIFE questionnaire to determine if the student requires categorization as such.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our on-site Language Proficiency Team is constituted by our Assistant Principal of English/ENL (administrator); our licensed ESL teacher (dual licensed in ELA and fluent in languages other than English); and our Assistant Principal of Guidance (who functions as Director of Special Education). We have not yet had any students enter our school who have an IEP and an HLIS indicating NYSITELL potential. Our entering ELLs with IEPs enter ninth or tenth grade at HSAD from middle school, where their both their IEP and ELL status have already been determined. We have never had an ELL enter 9th or 10th grade who did not already have an IEP and who presented as having need for IEP testing. Should such ELLs join our entering cohorts, we will follow the steps prescribed in the ELL Policy Reference Guide.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 a cabinet dedicated to ELL administrative, programming and parent contact documents located in the ENL classroom, where they are maintained alphabetically in annualized folders. Letters are issued as two sided documents, one side in English and the other in the parent's preferred language of communication. When necessary, we use the Translation and Interpretation staff to assist in preparing these letters in the requisite languages.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Over the past ten years, we have only have one student qualify into ELL status based on a LAB-R or NYSITELL exam administered by us. All other students who required one of those two tests (and there were fewer than 10) scored out of needing ESL services. Should the need arise in the future, HSAD will follow the guidelines provided in the ELL Policy and Reference Guide Re-Identification section.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

HSAD is an audition high school. During the application process (which occurs during the first semester of an applicant's eighth or ninth grade school year), parents are provided with information about the three types of ENL programs available to ELL students in the NYCDOE (freestanding ENL, dual language, transitional bilingual education). This information is provided by guidance staff. During the mandated parent orientation in June of school year prior to a student beginning at HSAD, parents are asked to select which program they would like for their children. If there are 15 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 suggest that the student transfer to another school, or the parents can choose to keep their child in our school and opt to have their child participate in our freestanding ENL program. The parent choice letter will be kept on file in the case that other parents on that grade level choose the bilingual program. Additionally, during parent orientation in June (for the school year beginning the forthcoming September), the first part of the process described above is repeated, with the certified ESL teacher providing

information to parents about the three types of ENL programs from which they may choose on behalf of their child. If necessary, the ESL teacher contacts the Division of English Language Learners and Student Support on behalf of the student and parent(s). The DELLS will coordinate the transfer with the Office of Student Enrollment, ensuring desired placement within the first ten days of the school year in September. When necessary, HSAD staff engage with the Office of Translation and Interpretation to ensure that explanatory documents are available in the requisite languages, or that interpreters are available to explain the process to parents.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As the vast majority of our entering students are continuing students from NYCDOE middle and junior high schools, 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 ENL Coordinator (who is also the teacher of every ELL on register) hands the students the entitlement letters in class with instructions for parents. She also follows up with a phone call to parents to make sure the forms have been received and understood. Once the forms have been signed by parents and returned to the ENL Coordinator, the Coordinator brings them to the pupil personnel secretary, who places them into students' official record folders. They are maintained in the student folders in the guidance suite. After receipt, the pupil personnel secretary enters each ELL parent's choice into the ATS system on the ELPC screen.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL teacher serves as ESL Coordinator, which is the ESL teacher's Circular 6 assignment. The ESL Coordinator is responsible for following up on any missing documentation, and she communicates directly with parents via phone and email. The ESL Coordinator will also reach out to parents in writing via mail and/or sending a letter home with the ELL in question.

9. Describe how your school ensures that placement parent notification letters are distributed.

As the vast majority of our entering students are continuing students from NYCDOE middle and junior high schools, 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 ENL Coordinator (who is also the teacher of every ELL on register) hands the students the entitlement letters in class with instructions for parents. She also follows up with a phone call to parents to make sure the forms have been received and understood. Once the forms have been signed by parents and returned to the ENL Coordinator, the Coordinator brings them to the pupil personnel secretary, who places them into students' official record folders. They are maintained in the student folders in the guidance suite. After receipt, the pupil personnel secretary enters each ELL parent's choice into the ATS system on the ELPC screen.

The ESL teacher serves as ESL Coordinator, which is the ESL teacher's Circular 6 assignment. The ESL Coordinator is responsible for following up on any missing documentation, and she communicates directly with parents via phone and email. The ESL Coordinator will also reach out to parents in writing via mail and/or sending a letter home with the ELL in question.

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 a cabinet dedicated to ELL administrative, programming and parent contact documents located in the ENL classroom, where they are maintained alphabetically in annualized folders. Letters are issued as two sided documents, one side in English and the other in the parent's preferred language of communication. When necessary, we use the Translation and Interpretation staff to assist in preparing these letters in the requisite languages.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

As the vast majority of our entering students are continuing students from NYCDOE middle and junior high schools, 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 ENL Coordinator (who is also the teacher of every ELL on register) hands the students the entitlement letters in class with instructions for parents. She also follows up with a phone call to parents to make sure the forms have been received and understood. Once the forms have been signed by parents and returned to the ENL Coordinator, the Coordinator brings them to the pupil personnel secretary, who places them into students' official record folders. They are maintained in the student folders in the guidance suite. After receipt, the pupil personnel secretary enters each ELL parent's choice into the ATS system on the ELPC screen.

The ESL teacher serves as ESL Coordinator, which is the ESL teacher's Circular 6 assignment. The ESL Coordinator is responsible for following up on any missing documentation, and she communicates directly with parents via phone and email. The ESL Coordinator will also reach out to parents in writing via mail and/or sending a letter home with the ELL in question.

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 a cabinet dedicated to ELL administrative, programming and parent contact

documents located in the ENL classroom, where they are maintained alphabetically in annualized folders. Letters are issued as two sided documents, one side in English and the other in the parent's preferred language of communication. When necessary, we use the Translation and Interpretation staff to assist in preparing these letters in the requisite languages.

11. 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/coordinator arranges 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). In the past, ELLs have taken the writing, reading and listening portions of the NYSESLAT during their ESL class periods. This year, with the majority of our ELLs programmed for ENL in a push-in model, the ESL teacher/coordinator will organize the NYSESLAT testing schedule using the push-in periods to frame the appropriate dates and times to capture all students eligible to sit for the exam. The students will be gathered into a dedicated testing room in which all four sections of the exam will be administered.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As the vast majority of our entering students are continuing students from NYCDOE middle and junior high schools, 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 ENL Coordinator (who is also the teacher of every ELL on register) hands the students the entitlement letters in class with instructions for parents. She also follows up with a phone call to parents to make sure the forms have been received and understood. Once the forms have been signed by parents and returned to the ENL Coordinator, the Coordinator brings them to the pupil personnel secretary, who places them into students' official record folders. They are maintained in the student folders in the guidance suite. After receipt, the pupil personnel secretary enters each ELL parent's choice into the ATS system on the ELPC screen.

The ESL teacher serves as ESL Coordinator, which is the ESL teacher's Circular 6 assignment. The ESL Coordinator is responsible for following up on any missing documentation, and she communicates directly with parents via phone and email. The ESL Coordinator will also reach out to parents in writing via mail and/or sending a letter home with the ELL in question.

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 a cabinet dedicated to ELL administrative, programming and parent contact documents located in the ENL classroom, where they are maintained alphabetically in annualized folders. Letters are issued as two sided documents, one side in English and the other in the parent's preferred language of communication. When necessary, we use the Translation and Interpretation staff to assist in preparing these letters in the requisite languages.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 #6 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

This year, we have revamped our ESL program to reflect the new New York State Education Department mandates regarding number of minutes, as well as push-in (to core subjects) v. self-contained settings. HSAD always attempts to group ELLs by grade within ELL level, when possible. The programming challenges arise from the extremely small size of our ELL population; the fact that the majority of our ELL population also has other specific IEP-driven programming needs; and the needs of our particular school (a CTE art school). These have led us this year to serve the majority of our ELL population in a push-in model. The ESL teacher pushes in to two ELA classes (one 9th grade and one 10th grade) and one Global Studies class (10th grade). Those classes are homogeneous by grade and ELL level of students served via push-in. There are two very small self-contained classes which capture the balance of students whose grade level or program exigencies prevented their being served in one of the push-in periods. These classes are heterogeneous with regard to grade level; the ELL level is homogeneous there.
  - b. TBE program. *If applicable.*

Not applicable.
  - c. DL program. *If applicable.*

Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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. Under CR Part 154-2, the NYSED mandates different minutes of service minimums based on NYSESLAT achievement level. At present, HSAD has ELLs only at the transitioning and expanding levels. Students at the transitioning and expanding levels receive 180 minutes of ESL instruction each week from the certified ESL teacher. The majority of these students are served in a push-in setting in a core subject (ELA, social studies). The balance are served in a self-contained ENL class. The ESL teacher has dual certification in ESL and ELA and is qualified to serve the ELLs in their core ELA needs.
3. Describe how core content is delivered in each program model. 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 home 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?

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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

6. a. At present, there are no SIFE students enrolled at HSAD. Because HSAD is an audition school, students who wish to enroll must have access to information about our entrance process. This information is available to those enfranchised to an academic system; it would not reach someone not attending school. Should any pedagogue, counselor or administrator perceive potential SIFE status in a student, we will use the SIFE questionnaire to determine if the student requires categorization as such. In the unlikely eventuality that any SIFE ELLs enter our school, we will follow the program model prescriptions of the DOE in serving such students.

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.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

At present, there are no students of this status at HSAD. In the event that such students are identified from among our population, the principal will consult with the licensed ESL teacher, the student's parent or guardian, and the student. (If necessary, we will utilize the services of the Translation and Interpretation Unit to conduct the consultation in the appropriate languages.) If the principal determines that the student may have been adversely affected by the determination, the principal will delegate provision of additional support aligned to NYCDOE district-wide intervention plans.

8. 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?

Teachers of ELL-SWDs use a variety of leveled materials, depending on the class population's needs and the subject matter. For courses terminating in Regents exams (e.g., Global History, U.S. History, Living Environment, Earth Science), all students (general education and ISS) have access to the same text. Classroom ISS teachers will provide supplementary materials targeted to their classes' populations. These include the full range of possible scaffolding supports, including glossaries (both English and native language); graphic organizers; visual resources; and reading-level graded texts. With regard to instructional strategies, teachers use group-based techniques that extend achievement in the individual

Chart student. Among these are Think-Pair-Share; cooperative learning strategies (in which each individual is responsible for a separate component of a successful whole); literature circles (for both fiction and non-fiction texts); and Think-Alouds. Annotated reading is part of every subject class across the curriculum.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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).

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

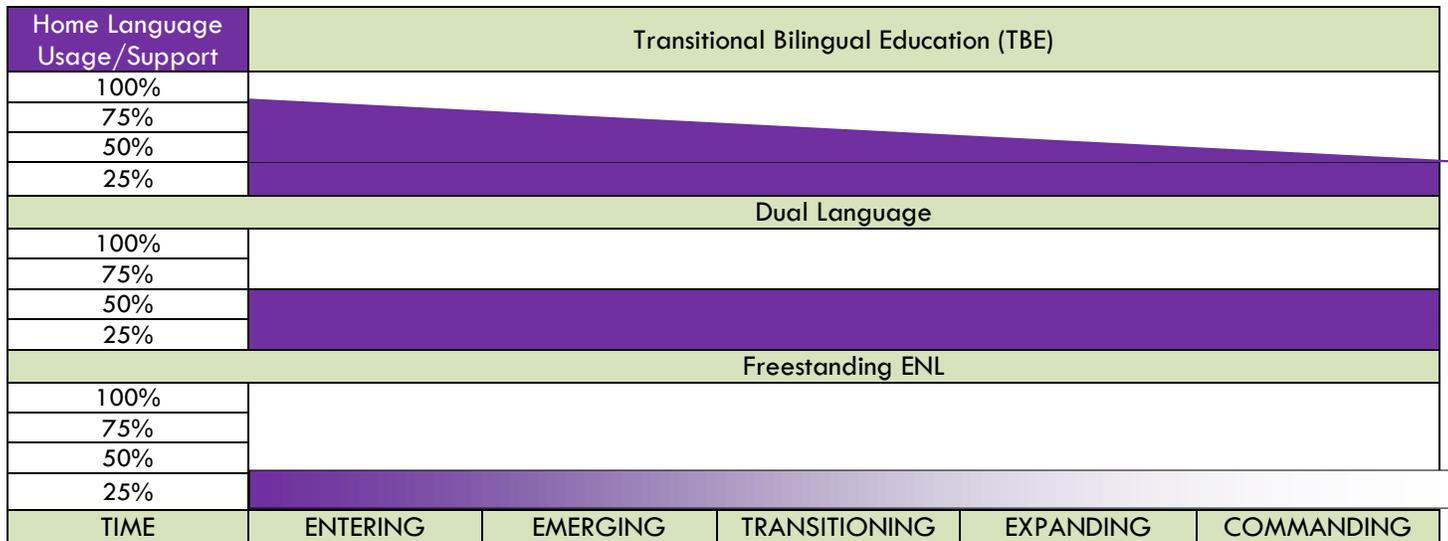


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. 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.
12. 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.
13. 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.
14. 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.  
HSAD does not have any after-school programs dedicated to ELLs. ELLs participate with the general population in our Regents Prep, SAT Prep and any after-school or Saturday enrichment programs the school offers.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
HSAD does not offer native language instruction classes. We do offer heritage foreign language class in Spanish.
17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In June of the year prior to students entering our school, we offer ELLs the same orientation procedure as we do to all students. Faculty include Guidance faculty (Assistant Principal, Counselors, Pupil Personnel Secretary; College Counselor); Parent Coordinator; ESL Coordinator; teacher representatives from every subject; administrative support staff (attendance teacher; school aides). That is the sole pre-entry activity at HSAD. We do not admit students throughout the school year. Any student admitted between July and September of the forthcoming school year begin in September. Students do not enter HSAD midyear.

19. What language electives are offered to ELLs?

19. HSAD offers Spanish and French to fulfill foreign language requirements. If students qualify to receive credits for foreign language based on native country transcripts, we apply those credits and offer the student another language for additional elective foreign language credits.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Paste response to question here:

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL teacher serves as ENL Coordinator and is responsible for scheduling and conducting the individual ELL parent meetings to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. When necessary, translators are drawn from among HSAD faculty or the Translation and Interpretation office, to ensure effective communication with the parents or guardians about the child's language development in all content areas in English.

In addition, HSAD conducts a number of annual Activities for all parents (including ELL parents), including:

- 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 Pupil Path, Naviance, 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 are on site in French, Spanish and Chinese.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

HSAD maintains required documents in official individual student files in the Guidance Department. The ESL Coordinator works closely with the pupil personnel secretary to ensure that Home Language Identification Surveys, Parent Survey and Selection forms, Program Placement letters, Entitlement letters (for any newly identified ELLs), Continued entitlement letters (for continuing ELLs), Non-entitlement letters and NYSITELL Determination forms are kept according to NYC and NYS regulation in guidance folders. Additionally, the ENL Coordinator keeps records of individual ELL parent encounters, including logs of in-person meetings, phone calls and letters. Such records include information about language used during the encounter and translation and interpretation needs and services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator distributes her own 'Parent Survey' during Orientation, 'Welcome Back Events', Parent Conferences and workshop events. With this information, HSAD is able to begin identifying the ELL parent population. Survey responses assist with the determination of future workshops and additional activities to serve the parents. ELL parents are encouraged to become part of the Parent-Teacher Association and the School Leadership Team.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with other agencies to provide workshops specifically to parents of ELLs. 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

5. How do you evaluate the needs of the parents?

Our Parent Coordinator, Assistant Principal of Guidance, Guidance Counselors and ENL Teacher/Coordinator all work very closely to anticipate and meet parent needs. When a parent need is identified, the appropriate staff member is identified to address it. We have staff who are fluent in the native languages of our ELL and non-English home language students. The heterogeneity of our student population is reflected in the heterogeneity of their parents. Those who are native speakers of English communicate directly with all staff via phone, email or letter. Parents who are new to the school system or language are paired with staff members who can inform them in their own idiom. Among the forms and surveys used are Home Language Identification Surveys, Parent Survey and Selection forms, Pupil Path registration/help documents; Naviance registration/help documents; Annual academic calendar; Annual testing calendar (including NYC and NYS standardized tests); Parent meeting announcements (including PTA meetings; School Leadership Team Meetings; Curriculum Nights; Parent-Teacher Conferences); Open House documents (announcements, handouts); Incoming Student Orientation documents; Entrance Audition documents; Extended Day School enrollment documents; Parent Handbook; Parent Newsletter; Syllabi, grading policies and related curriculum documents.

6. How do your parental involvement activities address the needs of the parents?

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.

**D. Additional Information**

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frances De Sanctis	Principal		1/1/01
Bernadette Mikolajczyk	Assistant Principal		1/1/01
Janeen Johnson	Parent Coordinator		1/1/01
Barbara Komansky	ENL/Bilingual Teacher		1/1/01
Sonia Quinones	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Nicholas Reyes	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **02M630** School Name: **High School of Art & Design**  
Superintendent: **M. Bradbury**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

By using the ATS reports RHLA and RAPL, we determined that 31 languages other than English are used in homes of 465 of our students. 21 of these languages were requested for oral and written communication with the school. We ranked these language groups based on the numbers of homes in which each occurs, thereby establishing the translation needs levels. In so doing, we created our own internal report for use over time, which includes parent and student language and other demographics. This report will produce data we can use to assess trends in home languages and translation and interpretation needs.

We predicted that there would be needs to translate both DOE and school documents. Taking into account that document translation services for 9 of the 31 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

American Sign Language, Albanian, Arabic, Bengali, Cantonese, Chinese (Any), French, Fulani, Georgian, Haitian Creole, Hungarian, Indonesian, Japanese, Korean, Mandarin, Mandinka, Moldavian, Tagalog, Thai, Russian, Spanish, Urdu, Wolof.

---

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual academic calendar (at Orientation in June of prior school year; annually in September)  
Annual testing calendar (including NYC and NYS standardized tests) (annually in September)  
Parent meeting announcements (including PTA meetings; School Leadership Team Meetings; Curriculum Nights; Parent-Teacher Conferences)(monthly)  
Open House documents (announcements, handouts)(September, October, November)  
Incoming Student Orientation documents (May of prior school year)  
Entrance Audition documents (September, October, November)  
Extended Day School enrollment documents (September, October)  
Parent Handbook (during Orientation and September)  
Parent Newsletter (monthly)  
Syllabi, grading policies and related curriculum documents (September)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night (9/30/15)  
Parent-Teacher Conferences (11/19 & 20/15; 3/10 & 11/16)  
Open House (10/2, 10/23, 11/13/15)  
PTA meetings (first Thursday of each month)  
Guidance Counselor meetings with individual parents (as needed)  
Parent Coordinator meetings with individual parents (as needed)  
School Leadership Team meetings (monthly)  
New Student Orientation (6/9/16)

---

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Correspondence translated through DOE are automatically emailed and backpacked to our school community. HSAD uses the templates available for DOE notices (e.g., for school holidays or parent-teacher conferences) from the Translation and Interpretation Unit's website. For other items that are in need of translation, they are translated in-house by school staff when possible. A roster of bilingual faculty and staff is kept by the ENL coordinator to facilitate in-house translations. Documents not covered by these methods are submitted for translation services in sufficient time to ensure their distribution simultaneous to all English documents. Licensed teachers will provide all oral interpretation (compensated at per session rate when necessary).

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Any school community member in need of translation services is encouraged to request and offered translation services through on site interpreters, and by phone interpreters. Parent Conferences and IEP Meetings are arranged with advance notification. Interpreters are arranged to be on site for parent conferences. IEP meetings are staffed with phone interpreters. Documents such as report cards, progress reports, meeting and event invitations are translated and backpacked, or disseminated by U.S. mail or email. This year, additional translations in as many languages as possible will be attempted. All translations will be performed by appropriately licensed employees of the NYCDOE.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At our opening staff meeting (held in September before students start the school year), part of the new year orientation for teachers is devoted to informing all teachers, counselors, paraprofessionals, school aides and support staff about the translation and interpretation requirements. We distribute the T&I brochure, the Language ID Guide and the Language Palm Card at the meeting, and also have copies available in several locations in the school. In addition, staff members are made aware of how to use translation services and over the phone interpretation service availability through staff weekly bulletin.

#### **Part E: Providing Notice of Language Assistance Services**

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### **Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

HSAD uses the Translation and Interpretation Unit's intranet site for officially translated versions of notification documents. We provide these documents to parents at the entrance, in the Guidance Department and in the main office from the Parent Coordinator.  
Parents Bill of Rights is available on our school website.  
Language ID guide available at security desk, main office and Guidance suite.  
Parent's Guide to Language Access is available in the same locations in all languages.  
We are awaiting delivery by the DOE of the 2015 -16 "Welcome Posters." They will be displayed in lobby as soon as they are delivered.

### **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent Coordinator collects data on interactions with parents (e.g., school visits; school community activities; conferences). Data is used to refine and plan services to parents.  
Parents offer feedback anytime they wish.  
Parent Coordinator interacts with all families based on need raised by any school community member.  
Parent surveys are offered to families as a method of monitoring and ensuring quality and availability, and is used to gather feedback on quality and services requested. Workshops are offered based upon the needs of the families.