



THE HIGH SCHOOL OF APPLIED COMMUNICATION (24Q267)

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 24/QUEENS 24Q267

**ADDRESS: 30-20 THOMSON AVENUE, 5TH FLOOR
LONG ISLAND CITY, NY 11101**

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q267 **SCHOOL NAME:** The High School of Applied Communication

SCHOOL ADDRESS: 30-20 Thomson Avenue, Long Island City, NY 11101

SCHOOL TELEPHONE: (718) 389-3163 **FAX:** (718) 389-3427

SCHOOL CONTACT PERSON: Amy DeMarco **EMAIL ADDRESS:** ADeMarc@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Amy DeMarco

PRINCIPAL: Dan Korb

UFT CHAPTER LEADER: Elaine Billera

PARENTS' ASSOCIATION PRESIDENT: Diane Watford

STUDENT REPRESENTATIVE: Zaheer Lakhani
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** ICI

SSO NETWORK LEADER: Vivian P. Selenikas

SUPERINTENDENT: Doris Unger

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dan Korb	*Principal or Designee	
Elaine Billera	*UFT Chapter Chairperson or Designee	
Diane Watford	*PA/PTA President or Designated Co-President	
Claudia Cardozo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Martinez	DC 37 Representative, if applicable	
Zaheer Lakhani	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Iris Cosme	Parent	
John D’Amico	Parent	
Amy DeMarco	Staff	
Christine Daly	Staff	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission: The mission of The High School of Applied Communication is for all students to graduate ready to enter college as savvy consumers of information having mastered the literacy, communication, and critical thinking skills necessary to successfully meet the challenges of today's complex society.

Vision: The High School of Applied Communication is committed to the development of a safe and productive learning environment that fosters a meaningful and respectful collaboration among students, staff, parents/guardians and the community in order to achieve common goals. With a strong focus on promoting literacy and communication skills across the curriculum, instruction is delivered through a standards-based, individualized, and authentic learning program shaped by the consistent collection and analysis of data. Rituals and routines, active engagement, and opportunities to apply new knowledge will characterize all classes, supporting a culture of responsibility, citizenship, and self-directed, lifelong learning.

Contextual Information about the School's Community and its Unique/Important Characteristics

The High School of Applied Communication (HSAC) is located at 30-20 Thomson Avenue, 5th Floor, Long Island City, Queens, New York. Located in a predominately industrial section of Long Island City, many of our students commute to the school by public transit. Our school serves 362 students in grades 9-12 from culturally diverse backgrounds. Our student population is comprised of 12.7% Asian or Pacific Islanders, 54.8% Hispanic, 13% Black, 19.1% White and 0.4% others (2009-2010 demographic snapshot). As a new school in its fifth year, we celebrated our first graduation in June of 2009 with a graduation rate of 79.2%

HSAC opened its brand new, state of the art facility on September 8, 2005. Located on the 5th floor of the Queens Atrium Building in Long Island City, our school has 10 classrooms, a fitness center, locker rooms for males and females, an art room, a technology room, a science lab, a cafeteria and several offices.

14.9% of the students have an Individualized Education Plan (IEP) and receive support services. Our special education staff is comprised of a SETSS teacher, 3 collaborative team teachers, a school social worker, a school psychologist (1 day per week), 2 hearing specialists (varied times per week), and a speech therapist (varied times per week). Students with IEPs receive a wide range of services including: SETSS push-in and pull-out classes, ICT classes, speech and language therapies, and counseling. Our English language learners (ELLs) make up 11% of the student population, with Spanish as the dominant language. Of the 362 students, 58% qualify for free lunch. 75% of our students come from economically disadvantaged homes. (Data – available as of October 2009)

The average class has 30 students, with a total of 14 sections. The student population is heterogeneously grouped and is supported by a faculty consisting of one principal, two assistant principals, two secretaries, one school social worker, one guidance counselor, one dean, one parent coordinator, one school aide, and 25 teachers.

The High School of Applied Communication has a steady attendance rate of 91%.

Overview of Instructional Programs and Special Initiatives

As our name suggests, students are educated with a strong emphasis on literacy and communication. We expect our students to learn the skills and strategies to effectively read, write, speak, and listen in every class and to apply what they learn throughout every facet of their development.

Leadership: The school principal and assistant principals will take responsibility for creating a culture in which standard-based instruction and the development of a professional learning community can take place. The leadership will distribute responsibility for leading and monitoring the full implementation of the design and setting and meeting student performance targets across all grades.

Organization: The lower and upper division will be organized into teams of teachers and students. Every attempt will be made to provide common planning time for staff members.

Standards and Assessment: Clear performance standards, correlated to state curriculum standards, will be established and used to focus school-wide teaching and learning. Data will drive instruction and the improvement of student performance.

Standards-Based Instruction: Teachers of all subject areas will be engaged in standards based instruction. They will learn and practice focused teaching strategies that enhance teaching and learning throughout the school. For the 2009-2010 academic year, special emphasis will be placed on differentiation of instruction so that the needs of all students, including students with disabilities and English Language Learners, will be met.

Professional Learning Communities: All professional staff members will work together to build and engage in the professional learning community characterized by a collective school-wide vision, reflective dialogue, de-privatization of practice, a collaborative focus on student learning, and shared norms and values. The stress on including standards-based writing pieces will extend across the curriculum, with support from America's Choice. The America's Choice School Design is based upon a substantial body of best practice research and extensive program development efforts in curriculum, instruction, assessment, leadership, and organization. It represents an integrated and coherent approach to high school reform.

Parent and Community Engagement: The parent coordinator will foster the involvement of parents and guardians in the education of their children and in the celebration of their success.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	High School of Applied Communication						
District:	24	DBN:	24Q267	School BEDS Code:	342400011267		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended :			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.8	90.4	89.6
Kindergarten	0	0	0	Student Stability - % of Enrollment :			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		95.1	95.1	97.0
Grade 3	0	0	0	Poverty Rate - % of Enrollment :			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		57.5	68.3	62.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number :			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	1	9
Grade 9	119	115	69	Recent Immigrants - Total Number :			
Grade 10	109	113	110	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	102	87		15	16	5
Grade 12	0	0	102	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	228	330	368				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	26	26	35
# in Collaborative Team Teaching (CTT) Classes	0	8	15	Superintendent Suspensions	18	19	7
Number all others	24	34	38	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	31	35	28	Number of Teachers	13	20	25

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	3	0	Number of Administrators and Other Professionals	4	7	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	19.0	26.9
				% more than 5 years teaching anywhere	30.8	33.3	30.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	62.0	57.0	62.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	95.6	93.5
American Indian or Alaska Native	0.9	0.3	0.3				
Black or African American	14.5	13.0	11.7				
Hispanic or Latino	51.3	54.8	55.4				
Asian or Native Hawaiian/Other Pacific Isl.	14.5	12.7	12.0				
White	18.9	19.1	19.8				
Male	46.9	42.7	41.6				
Female	53.1	57.3	58.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		▶			
Overall Score:	79.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data		√			
School Environment:	11.2	Quality Statement 2: Plan and Set Goals		▶			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		▶			
School Performance:	20.5	Quality Statement 4: Align Capacity Building to Goals		▶			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		▶			
Student Progress:	39.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	8						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The High School of Applied Communication is presently in its fifth year of developing tomorrow's leaders. Our diverse population of 362 students in grades 9, 10, 11 and 12 are actively engaged in our classrooms each day. Our school focuses on the development of a learning environment that supports effective instruction, which includes scaffolding learning so that the development of knowledge and skills is supported.

At HSAC, we are working towards creating a community of learners with our students and staff. It is a place of learning where all staff is acquainted with most students in the school, and students feel comfortable talking and asking for help. Our students participate in the HSAC uniform policy, where students dress for success.

HSAC is the only high school in New York City developed in accordance with the America's Choice School Design. Instruction is delivered in a workshop model format, and students sit at round tables in classrooms in order to work cooperatively. The classroom environment is characterized by rituals, routines, and artifacts. Ninth grade students more than two years below grade level are supported by placement in Ramp-Up Literacy classes. These students, including students with disabilities, receive eight periods of English, and six periods of science per week. On-grade literacy courses follow an America's Choice curriculum, including author and genre studies, and all core subject teachers and administrators have been provided with on and off-site training by America's Choice instructional specialists.

What have been the greatest accomplishments in your brief history?

The school community is exceptionally proud of:

- Building a community of professional learners through weekly common planning and professional development
- Working to support individual student needs, despite our small size, through a series of purposeful programming decisions, for example:

- Providing additional classes in areas where students have not achieved Regents success including: Living Environment (Ecology) and a second year of Algebra and Geometry
- Close monitoring of students who participate in credit recovery during the day and in extended-day programs
- Tapping into the strengths of our faculty to provide students with extra-curricular activities, such as drama, student government, school newspaper, school yearbook, book club, art, dance, and senior activities
- Acquiring funding sources to enhance our current extra-curricular and Regents preparation programs, such as a \$10,000 grant from Assemblywoman Nolan
- Initiating our own varsity sports program through New York City's PSAL program in cross country, track and field, wrestling, and basketball
- Developing a group of highly trained student peer mediators to assist in resolving conflicts within the school
- Providing meaningful and pointed data to teachers, allowing them to evaluate their students and execute lessons that are differentiated and meet individual needs

What are the most significant aids to the school's continuous improvement?

- An open-minded, dedicated, and flexible staff willing to give time freely to students and to collaborate with colleagues and administrators
- Structures in place to support student leadership in the community, including student government, National Honor Society and Senior Committee
- Structures in place to support consistent teamwork and professional growth, such as common planning, teacher teams and professional development
- A part-time support staff with vast experience to assist in grant writing, community outreach, as well as new teacher mentoring
- Strategic programming changes to support students' strengths and weaknesses
- Extensive outreach to parents from the faculty and school support team including the guidance staff and parent coordinator

What are the current barriers to the school's continued improvement?

- Large class sizes
- Limited opportunities for whole staff interaction due to this year's early and late schedule programming
- Limited space within the facility

Data

Benchmark for 2008 cohort (freshman):

8th Grade ELA Assessment

2% of the 2008 cohort received a level 4 on the 8th grade State English Language Arts exam while 56% students received a level 3. 54% of our students received a level 2 while 8% received a level 1. 10% of the students did not take the exam.

8th Grade Mathematics Assessment: 4% of the 2008 cohort received a level 4 on the 8th grade State Mathematics exam while 44% students received a level 3. 38% of our students received a level 2 while 6% received a level 1. 8% of the students did not take the exam.

Other data we reviewed and analyzed to inform school wide goals/actions plans include:

Cumulative data for the Global History and Geography Regents Exam:

2009 Cohort: 61.3% of the students passed their Global History and Geography Regents Exam with a 65% or higher while 13.5% received a score between 55-64%. 11.7% of the cohort failed their Global Regents and 5.4% did not take it. 8.1% received a score of 85% or higher on their Global History and Geography Regents Exam.

2010 Cohort: 41.3% of the students passed their Global History and Geography Regents Exam with a 65% or higher while 22.1% received a score between 55-64%. 22.1% of the cohort failed their Global Regents and 7.7% did not take it. 6.7% received a score of 85% or higher on their Global History and Geography Regents Exam.

Cumulative data Regents exams in the Sciences:

2009 Cohort: 63.1% of the students passed their science Regents with a 65% or higher while 20.7% received a score between 55-64%. 11.7% of the cohort failed their science Regents and 0.9% did not take it. 3.6% received a score of 85% or higher on their science exam.

2010 Cohort: 66.3% of the students passed their science Regents with a 65% or higher while 16.3% received a score between 55-64%. 12.5% of the cohort failed their science Regents and 3.8% did not take it. 1.0% received a score of 85% or higher on their science exam.

2011 Cohort: 28.6% of the students passed their science Regents with a 65% or higher while 23.8% received a score between 55-64%. 30.5% of the cohort failed their science Regents and 16.2% did not take it. 1.0% received a score of 85% or higher on their science exam.

REGENTS RESULTS

	June 2008	June 2009
Social Studies		
Global Studies	30.5%	58%
US History	69.0 %	76%
English Language Arts	61.4%	68%
Science		
Living Environment	25.9%	42.3%
Earth Science	14.9%	50%
Chemistry	15.7%	17%
Physics	N/A	67%
(The Chemistry teacher will be discontinued this year.)		
Mathematics		
Algebra	46%	29.8%
Math B	66%	25%
(The Algebra score includes those students who failed the Math A in the past and took Algebra Regents because there was no Math A.)		
Foreign Language		
Spanish	100%	93%

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal #1: By August 2010, students receiving a 65% or higher on the Algebra Regents Exam will increase by 5.2%.

Goal #2: By August 2010, students receiving a 65% or higher on the Living Environment Regents Exam will increase by 3.7%.

Goal #3: By June 2010, 90% of teachers will differentiate instruction a minimum of two times a week as articulated in 90% of formal and informal observation reports.

Goal #4: To increase rigor by offering Advanced Placement classes in European History, United States History, and English Literature and Composition by June 2010.

SECTION VI: ACTION PLAN

Subject Area (where relevant): Algebra

<p>Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 2010, the number of students receiving a 65% or higher on the Algebra Regents Exam will increase by 5.2%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Starting November 2009, Algebra teachers will administer interim tests to measure cumulative student progress. Student progress will be monitored and interim benchmarks will be set. Collected data will be used to drive instructional practice.• A math coach will be programmed for 2 periods per day with a focus on the improvement of instructional practice and differentiation. Coaching practices include: collegial observations with feedback, one to one coaching and departmental professional development.• The math coach will assess and set interim and long term goals for instruction in the math department.• America’s Choice will provide five professional development sessions with a math specialist on site designed to improve instructional practice.• One teacher will participate in professional development through the Title IIB grant and turnkey information to colleagues.• Strategic programming, including a 3rd and 4th semester of instructional support for students who were unsuccessful in passing the Algebra Regents exam, will be implemented.• Peer tutoring will be provided for struggling learners.• Mock Regents Exams will be administered in the spring.• Regents review classes will be offered in January and May/June 2010, including a spring Saturday Academy, to provide extra support for all students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Coaching (Title 1) Per session for teachers (Title I-ARRA-SWP) Coverages/Professional Development (Title 1-ARRA-SWP) Supplies (TL FSF)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing classroom assessment that include Regents level questions • Identifying anticipated growth on interim assessments for individual students and communicating these goals so that students can monitor their own progress.

Subject area (where relevant): Living Environment

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By August 2010, the number of students receiving a 65% or higher on the Living Environment Regents Exam will increase by 3.7%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Starting November 2009, the Living Environment teachers will administer interim tests to measure cumulative student progress. Student progress will be monitored and interim benchmarks will be set. Collected data will be used to drive instructional practice.• America’s Choice will provide five on site professional development sessions for science teachers.• Strategic programming, including a 3rd and 4th semester of instructional support for students who were unsuccessful in passing the Living Environment Regents exam, will be implemented.• Mock Regents exams will be administered in the fall and spring semesters.• Peer tutoring will be provided for struggling learners.• Regents review classes will be offered in January and May/June 2010, including a spring Saturday Academy, to provide extra support for all students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Coaching (Title 1) Per session for teachers (Title I-ARRA-SWP) Coverages/Professional Development (Title 1-ARRA-SWP) Supplies (TL FSF)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Ongoing classroom assessments that include Regents level questions• Identifying anticipated growth on interim assessments for individual students and communicating these goals so that students can monitor their own progress.

Subject/Area (where relevant): Differentiation

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2010, 90% of teachers will differentiate instruction a minimum of two times per week as articulated in 90% of formal and informal observation reports.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• At least 10 of our weekly professional development sessions will focus on differentiation.• Administrators will conduct formal and informal observations with a focus on differentiation strategies.• Teachers will share best practices/ demonstrate lessons at weekly professional development sessions.• Instructional specialists from ICI LSO will provide additional support and resources.• Professional development sessions will be provided by America’s Choice instructional specialists to promote differentiation (five full days for math, five full days for science, and two full days for English).• A math coach will be programmed to support differentiation in math classrooms for two periods per day.• Administrators will use an observation checklist as a guideline to further enhance the use of differentiation in the classrooms.• A push-in model will be utilized by ESL and Special Education teachers in select classes to promote differentiation for those sub-groups.• All teachers in Math, English, and ESL will participate in professional learning communities to promote differentiation, which include collaborative lesson planning and observations.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Consultants/ America's Choice (Title I) Math Coach (Title I) Per session for teachers (Title I, ARRA SWP) Equipment (NYSTL)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Starting in September, 2009, agendas and minutes of Department, Faculty and Wednesday professional development sessions will reflect discussions about differentiated instruction and the use of data. • Artifacts in 100% of classrooms will reflect differentiation by December, 2009. • Schoolwide goals regarding differentiation will be reflected in all observations by September, 2009.

Subject/Area (where relevant): _____

Advanced Placement

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase rigor by offering Advanced Placement classes in European History, United States History, and English Literature and Composition by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify qualified teachers to develop curriculum and teach AP classes by September, 2009. • Identify an AP Coordinator to manage the AP process and serve as liaison between the College Board and the school. • Meet with students and parents to discuss expectations for participants by September, 2009. • Selected staff will attend professional development provided by College Board by December, 2009. • Textbooks and review books will be ordered to support instruction by September, 2010 and February, 2010 respectively.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development sessions for 2 teachers (Title I –ARRA) Textbooks (Title I, TL FSF) Review books (NYSTL, TL FSF)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • At least 19% of students at HSAC will be enrolled in AP courses. • 80% of students enrolled in AP courses will participate in the AP Exam in May, 2010. • Formal and informal observations of AP classes will be conducted by administrators on an ongoing basis.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	97	97	97	0	AS	AS	AS	
10	5	5	5	5	NEEDED	NEEDED	NEEDED	N/A
11	5	5	5	5	BASIS	BASIS	BASIS	
12	0	0	0	0				

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

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

Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	All students in grade 9 receive an additional 3 scheduled periods of ELA instruction per week. Twenty-seven (27) identified AIS students enrolled in Ramp-Up to Literacy receive 8 periods of ELA instruction a week. Five (5) identified students in grades 10 & 11 receive an additional period of ELA instruction a day.
Mathematics:	All AIS identified students in grade 9 at HSAC receive 2 additional periods of Mathematics instruction a week. Five (5) identified students in grades 10 & 11 receive an additional period.
Science:	All AIS identified students in grade 9 receive 1 additional period of Science instruction a week. Five (5) identified students in grades 10 & 11 receive an additional period.
Social Studies:	Five (5) identified students in grades 10 & 11 receive an additional period.
At-risk Services Provided by the Guidance Counselor:	The guidance counselor sees a varied number of AIS students on an “as needed” basis or through referrals from the faculty.
At-risk Services Provided by the School Psychologist:	The school psychologist provides services to AIS students on an “as needed” basis or through references from the school social worker, guidance counselor and faculty.
At-risk Services Provided by the Social Worker:	Sixteen (16) students receive mandated counseling services provided by the school social worker. The social worker also sees a varied number of AIS students on an “as needed” basis or through referrals from the faculty.
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet assists school staff with creating and writing a school’s language allocation policy (LAP), which must be written in narrative form. This document is not the LAP, but rather a worksheet to help LAP developers compile and analyze data necessary for the LAP. Additionally, upon completion of the worksheet, LAP team members should sign and certify that the information provided on the LAP is accurate. Please attach this worksheet to the LAP narrative as an appendix. Agendas and minutes of LAP meetings should be kept readily available on file in the school.

I. Language Allocation Policy Team Composition

The High School of Applied Communication

SSO/District

Daniel Korb	Lisa Levine	Clara Olaya	
Principal	Assistant Principal	Parent Coordinator	
		Jeanne Reistetter, ESL	Elaine Billera, ELA
Coach	Coach	Teacher/Subject Area	Teacher/Subject Area
Thomas Keyes, Social Studies	Marjorie Antoine		
Teacher/Subject Area	Guidance Counselor	Related Service Provider	Other (SAF)

II. Teacher Qualifications *(Please provide copies of all staff members’ certifications referred to in this section)*

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	NA	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers With Bilingual Extensions	0	Number of Special Ed Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/NLA Certification	

III. ELL Demographics

Total Number of Students in School	362	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	9
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The number of classes/periods for each ELL program model that your school provides per day:

	9	10	11	12	TOTAL
TBE (60%:40% → 50%:50% → 75%:25%)					
Dual Language (50%:50%)	NA	NA	NA	NA	
Freestanding ESL					
Self-Contained Multi-graded = 1					1
Push-In	1	1	1	1	4

Spanish									
Other									
TOTAL									

FREESTANDING ENGLISH AS A SECOND LANGUAGE

Spanish	14	5	9	6	34
Chinese				1	1
Russian					
Bengali			1		1
Urdu	1				1
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other	1		1	1	3
TOTAL	16	5	11	8	40
GRAND TOTAL ALL PROGRAMS	16	5	11	8	40

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number)	
African-American: _____	Asian: _____
_____	Hispanic/Latino: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Other: _____

IV. Parent Program Choice: Review the Parent Surveys and Program Selection forms and answer the following questions in your LAP narrative or on a separate page (for General Education students only)

1. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

In September and immediately following arrival during the school year, parents of new students are invited to attend a meeting with the ESL teacher and Parent Coordinator where the 3 programs are explained. Parents view the NYCDOE video (in native language) and then complete the Parent Selection Form with the assistance of school personnel.
2. Describe how your school ensures that all program selection forms are returned? (If a form is not

returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].) ESL Coordinator contacts parents to make sure that all forms have been returned. Presently, all students have been in the NYC system for at least one year and therefore do not meet criteria. New DOE students are given the LAB-R and usually reach "proficient" level.

3. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) **2% of parents surveyed have selected Bilingual Programs and are frequently referred to nearby high schools because our numbers do not reflect a need for a Bilingual Program. The majority of parents prefer an ESL Program, as this is a high school and they have expressed that they prefer that their children receive instruction in English.**

4. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **Parents have chosen this school knowing that support services are in English. This is in alignment with parent choice.**

V. Assessment Analysis

PART A: COMPILER LAB-R AND/OR NYSESLAT RESULTS (USING THE RLAT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION. COPY AS NEEDED FOR EACH PROGRAM MODEL.

Level	9	10	11	12	TOTAL
Beginner (B)	1	0	0	0	1
Intermediate (I)	9	2	4	3	18
Advanced (A)	6	3	7	5	21
Total Tested	16	5	11	8	40

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES (REFER TO *OBTAINING LAB-R AND NYSESLAT DATA FROM ATS*) AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat>) ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

LISTENING AND SPEAKING	9	10	11	12	TOTAL
B	0	0	0	0	
I	1	0	2	1	
A	5	0	3	0	

READING					
B	1	0	0	0	
I	9	2	4	2	
A	5	3	7	5	
WRITING					
B	1	0	0	0	
I	9	3	4	1	
A	6	3	7	5	

PART B: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL IN YOUR SCHOOL.

1. What is revealed by the data patterns across proficiency levels and grades? **80% of the ELL population is proficient Listening and Speaking. The most significant number of students across all grades need assistance in Reading and Writing.**

2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions? **As revealed by school goals, all teachers are emphasizing balanced literacy in content area classes. Our focus will be on standards-based instruction for students to obtain proficiency in these modalities.**

PART C: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. USE CURRENT FORMATIVE AND SUMMATIVE DATA. FILL IN THE NUMBER OF ELLS THAT HAVE TAKEN AND PASSED THE ASSESSMENTS IN ENGLISH (OR THE NATIVE LANGUAGE, WHERE APPLICABLE) IN EACH PROGRAM MODEL. COPY AS NEEDED.

NY State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	ENGLISH	NATIVE LANGUAGE	ENGLISH	NATIVE LANGUAGE
Comprehensive English	8		5	
Math A	3		2	
Math B	1		1	
Algebra	14		1	
Geometry	5		4	
Sequential Mathematics III	N/A		N/A	
Biology	N/A		N/A	
Chemistry	1		0	
Earth Science	4		0	
Living	19		12	

Environment				
Physics	0		0	
Global History and Geography	19		14	
US History and Government	6		4	
Foreign Language	3		3	
NYSAA ELA	N/A		N/A	
NYSAA Mathematics	N/A		N/A	
NYSAA Social Studies	N/A		N/A	
NYSAA Science	N/A		N/A	

NATIVE LANGUAGE READING TESTS

	Number of ELLs Taking Test	Number of ELLs Passing Test	Number of EPs Taking Test (for DL)	Number of EPs Passing Test (for DL)
ELE (Spanish Reading Test)	0			
Chinese Reading Test	0			

PART D: AFTER A REVIEW OF THE ASSESSMENT DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL.

- Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared with the native language? **N/A**
 - What are the implications for the school’s LAP and instruction? How is the Native Language used? **Students are given the opportunity to take exams in native language or to use native language exams as reference.**
 - How are the English Proficient students (EPs) assessed in the second (target) language? **(For Dual Language programs only) N/A**
 - What is the level of language proficiency in the second (target) language for EPs? **(For DL programs only) N/A**
 - How are the EPs performing on State and City Assessments? **(For DL programs only) N/A**
- VI. Planning for ELLs (include in LAP narrative): Answer the questions below, keeping in mind the CR Part 154 instructional unit requirements for ELLs, grades 9–12.**

	Beginning	Intermediate	Advanced
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FOR ALL PROGRAM MODELS			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS

Native Language Arts	N/A	N/A	N/A
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Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).

1. How is instruction delivered?

- a) What are the organizational models (e.g., Departmentalized, Interdisciplinary, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? **Push-in/ Co-teaching and self-contained**
- b) What are the program models (e.g., Block [class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? **Students are heterogeneously grouped in all classes.**
- c) What instructional approaches and methods are used to make content comprehensible and enrich language development? **Differentiated Instruction and Scaffolding**

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in Chart VI)?

- a) How is explicit ESL delivered in each program model to comply with mandates? **Push-in by ESL Specialist/ co-teaching - Content Area teacher and ESL Specialist**
- b) How is explicit ELA delivered in each program model to comply with mandates? **ESL teacher meets with ELA teachers to assist in modifying instruction for ELLs.**
- c) How is explicit NLA delivered in each program model to comply with mandates? **N/A**
- d) How are the content areas delivered in each program model? **ESL teacher meets with Content Area teachers to assist them with strategies to make subject matter comprehensible to all students. Also, there are Professional Development sessions on ESL strategies for Content Area teachers.**

3. How do you differentiate instruction for ELL subgroups?

- a) Describe your plan for SIFE. **Title III program offers extended-day activities. These include Book Club, computer lab, "Lunch and Learn"**
- b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB

now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. **Newcomers receive a language buddy to assist them with subject matter. Their schedules are aligned with ESL teacher's so that they can attend "Lunch and Learn" sessions. They also attend after school tutorials.**

- c) Describe your plan for Long-Term ELLs (in NYC school six years or more). **Extended day programs, regular conferences with Content Area teachers, Student work analysis to identify strengths and weaknesses of individual students.**
- d) Describe your plan for ELLs identified as having special needs. **Conferences with Special Education teachers to follow recommendations on student IEPs, Subject specific glossaries to make language comprehensible rather than embedded**
- e) Describe your plan for ELLs who require more than four years to graduate. **Guidance Counselor and Social Worker work with students on attending extended day classes or alternative programs for credit recovery.**

4. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas. **There are extensive support services in place:**

- **Extended day tutorials with Content Area teachers and ESL teacher**
- **Math Coach tutors students during all lunch periods.**
- **Computer lab sessions with ESL and Content Area teachers to support student research and project work**

5. Describe your plan for continuing transitional support (two years) for students reaching proficiency on the NYSESLAT. **Transitional students are scheduled for one self-contained period daily to support learning. The ESL Specialist has an "Open Door " policy which allows students to seek help whenever necessary.**

6. What language electives are offered to ELLs? **Spanish - All Levels**

7. What is done to prepare ELLs for the Regents? **Regents Review classes are held for all students. After practice Regents (in class), there is an error skills analysis to determine the specific type of question individual students get incorrect in order to show patterns so that emphasis can be placed on that particular type of question by the ESL teacher.**

8. For Dual Language programs only: N/A

- a) How much (%) time in the target language is used for EPs and ELLs in each grade?
- b) How is language separated for instruction (time, subject, teacher, theme)?
- c) List the courses offered in each language for secondary Dual Language students.

VII. Resources and Support (Include in LAP narrative)

1. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)? **Computers, Videos/dvds, Bilingual Libraries (Spanish) for independent reading**

2. Ongoing Professional Development

- a. Describe the professional development plan for all ELL personnel at the school. (Please include

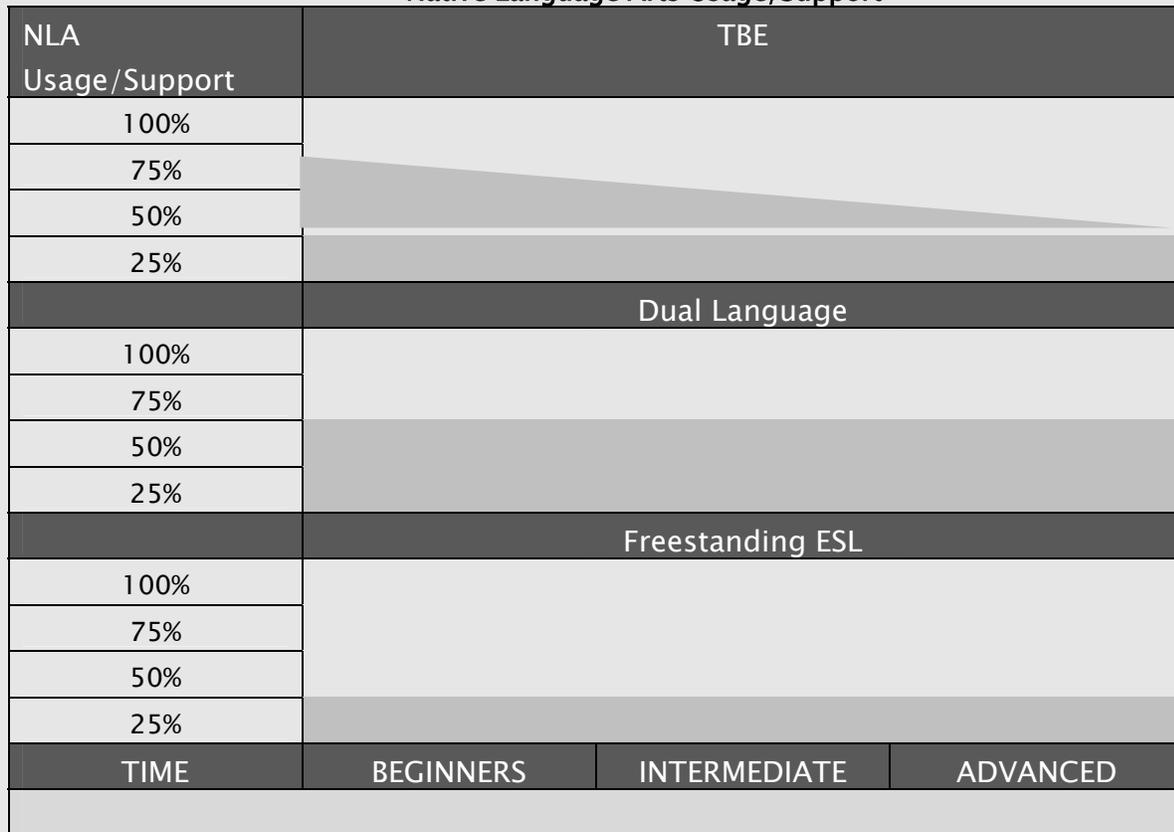
all teachers of ELLs.) PD is offered by the Principal, Assistant Principals, ESL specialist, in addition to support from outside organizations. Also, the NYCDOE offers many opportunities for courses in ESL methodology.

- b. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. There are Professional Development sessions every Wednesday. Also, specific times will be set aside for Content Area teachers to be instructed in strategies to be used with ELLs. Agendas and documentation will be kept on file.

3. How is native language support delivered in each program model? Students are encouraged to do independent reading in native language. In individual classes, students from the same language group may conduct discussions in native language although the sharing or summarizing must be in English.

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

Native Language Arts Usage/Support



VIII. Program descriptions (include in LAP narrative): Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.

IX. Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Other		
	Other		
	Other		

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School Principal	Date
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ELL Compliance and Performance Specialist	Date
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Community Superintendent	Date
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NCLB/SED requirement for all schools

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

The High School of Applied Communication (24Q267)

Language Allocation Policy 2009-2010

Part I: School ELL Profile

Language Allocation Policy Team Composition

- **Daniel Korb, Principal**
- **Lisa Levine, Assistant Principal**
- **Amy DeMarco, Assistant Principal**
- **Antonella Maragna, ELA Teacher**
- **Elaine Billera, ELA Teacher**
- **Jeanne Reistetter, ESL Teacher**
- **Thomas Keyes, History Teacher**

Teacher Qualifications

There is currently one certified ESL teacher on staff at the High School of Applied Communication. All other teachers are certified in their content area.

ELL Demographics

The High School of Applied Communication (HSAC) is one of three schools in the Queens High School Complex in Long Island City. Now in our fifth year, the current population is 362 students, with 40 students entitled to ESL services. This represents approximately 11% of the total population. HSAC offers an ESL program with instruction delivered through a “push in” model by a certified ESL teacher as support, in addition to a licensed content area instructor. The ESL teacher also teaches a multi-grade, self-contained class per day. All grade 9 ELLs receive 8 periods of English Arts instruction per week. HSAC does not offer bilingual or dual language instruction.

Our ELL population (by native language):

Language	# of English Language Learners
Spanish	34
Chinese	1
Urdu	1
Bengali	1
Farsi	1
Nepalese	1
Tibetan	1

Parent Program Choice/ ELL Identification Process

1. In September and immediately following their arrival during the school year, parents of first-time entrants into the NYC DOE are given a Home Language Identification Form and other relevant documents by the school secretary. The secretary then notifies the Parent Coordinator and ESL Specialist, who assist the parent in completing all forms. It is at this time that an informal oral interview is conducted with the parent either in English or, when necessary, in the native language with a translator.
2. After reviewing the HLIS, the ESL Specialist determines if the student is eligible to be given the LAB-R to determine entitlement of language services. If the determination is made that the student is entitled to services, a letter is sent to the parent informing them of the student's entitlement.
3. The parents are invited to attend a viewing of the NYCDOE video (in native language) and an explanation of programs which are available for their child. Parents are given the selection form to be completed and returned to either the ESL Specialist or Parent Coordinator.
4. Presently, most students at HSAC have been in the NYC system for at least one year and, therefore, do not fit or meet these criteria. New DOE students (mostly from parochial schools and out of state) are given the LAB-R and usually reach "proficient" level.

Parent Program Choice

1. Two percent of parents surveyed have selected Bilingual Programs and were referred to nearby high schools which cater specifically to new immigrants. 98% prefer an English-based program because their children are in high school and they want all instruction to be in English. Hence, our freestanding ESL program is aligned with parent choice.
2. All identified ELLs at HSAC are required to take the Spring NYSESLAT as an annual assessment of their language progress.

ELL Sub-group Population and Years of Service

<u>Language</u>	<u># of students</u>	<u>Years of ESL Service</u>
Spanish	34	1 yr.= 3 students
		2 yrs.= 2 students
		3 yrs.= 8 students
		4 yrs.= 4 students
		5 yrs.= 4 students
		6 yrs.= 4 students
		7 yrs.= 2 students
		8 yrs.= 3 students
		9 yrs.= 2 students
		11 yrs.= 2 students
Chinese	1	8 yrs. = 1 student
Urdu	1	9 yrs.= 1 student
Bengali	1	3 yrs.= 1 student
Other:		
Farsi	1	1 yr. = 1 student
Nepalese	1	3 yrs. = 1 student
Tibetan	1	1 yr. = 1 student

Professional Development and Support for School Staff

Professional Development will be conducted by the ICI LSO Network Support Specialists, ESL teacher, administration, and support staff. All teachers will participate in the mandatory 7.5 hours of ELL Professional Development. At the conclusion of the academic year, certificates of completion will be placed in teacher files. The plan for this academic year:

- September - Identifying ELLs
- October - Analysis of ELL data
- November - Scaffolding Instruction for ELLs
- December - Using Data to differentiate instruction for the ELL population
- January - Regents Prep for ELLS
- February - Making Content Accessible for ELLs
- March - NYSESLAT Prep

The Guidance Counselor and School Social Worker assist all staff members in targeting the issues specific to English Language Learners. These matters are brought to light in Advisory Classes and strategies to assist students are discussed with the faculty. Teachers also refer students for support services on an as needed basis. Because our student population is small, our Social Worker is in contact with parents of ELLs. The ESL Specialist works closely with the Social Worker to address specific student needs.

Parental Involvement/ Parents of English Language Learners

We have an active PTA! Officers attend the *Orientation Night for New Students* and their parents. Every effort is made to welcome the parents of new students. The main line of communication for new parents is our Parent Coordinator.

Our parent coordinator supports our Parent-Teacher community in the following ways:

- She holds workshops at which parents have the opportunity to become familiar with the school's routine and schedule.
- She provides a list of the chosen books for parents of the students attending the *ELL Book Club*, including some translated versions of the texts. Additionally, a standing invitation will be offered for parents to attend the Book Club and all parents will be invited to attend a culminating luncheon for the Book Club at the end of the year.
- She assures that ELL parents attend and that their children participate in all school activities, such as, The Talent Show, Art Exhibition, International Night, College Fair, Honor Society, etc.
- She refers ELL parents to Community Based Organizations for assistance:
 - a. Queens Adult Learning Center – Long Island City
 - b. Queens Community House – Forest Hills
 - c. Gilda Lehrman Society (student enrichment services)
 - d. LaGuardia Community College – Saturday Academy and the Teen Academy which parents attend with their children
- She is a liaison between teachers and parents, translates the PTA Newsletter, communicates all important information to ELL parents by sending emails and personally calls to invite them to school functions.
- She arranges translation for targeted language groups, other than Spanish.
- She maintains the school Hotline and contacts parents to answer questions, address broad school issues or individual needs, particularly with regard to health centers in the area and agencies where they can receive additional assistance.

Assessment Analysis

The following chart represents a breakdown of our students' proficiency on the LAB-R or NYSESLAT:

Level	Number of Students
Beginner (B)	1
Intermediate (I)	18
Advanced (A)	21

Distribution by grade:

Level	9 th	10 th	11 th	12 th
Beginner	1			
Intermediate	9	2	4	3
Advanced	6	3	7	5

NYSESLAT Modality Analysis by Grade

Grade	Listening/ Speaking	Reading/ Writing
9	Majority = Advanced	Majority = Intermediate
10	Majority = Proficient	Majority = Advanced
11	Majority = Proficient	50%=Intermediate/50%=Advanced
12	Majority = Proficient	Majority = Advanced

In the ninth grade, there will be specific emphasis on listening skills via note-taking and auditory practice. Specific emphasis will be given to content area, non-fiction passages as well as responding to written questions. Both the Ramp-Up design as well as the ninth grade curriculum from America's Choice are specifically designed to strengthen literacy skills through independent reading, read alouds, student and teacher conferencing, personal reflection and daily writing.

Eighty percent of the upper grade, ELL population is proficient in the Listening and Speaking modalities. The majority of students across all grades require intensive assistance in the reading and writing modalities. Therefore, our program places a stronger emphasis on those modalities through ESL scaffolding strategies (bridging, modeling, contextualization, schema building, meta-cognitive development, and text representation). In addition, our school goals reflect an emphasis on literacy across the curriculum through compliance with the America's Choice School Design.

This is HSAC's first year of using periodic assessment for ELLs. The analysis of the data supports the results of the LAB-R and NYSESLAT. Our goal of literacy across the curricula, as previously mentioned, reinforces reading and writing skills.

In addition, we will focus on error analysis for individual students, i.e., the types of questions that students get wrong on each content area exam. This will assist us in developing a particular plan for each English language learner.

Students are given the option of taking exams in their native language however, the majority prefer to write responses in English with several using the native language form of the exam as reference. The use of native language in the classroom is supported by content area teachers in the following manner:

- During the work period, immediately following the mini-lesson for the day, students are permitted to use their native language for small group discussions or projects.
- ELLs are permitted to use native language dictionaries in class.
- They are encouraged to select Independent Reading materials in their native language.

Planning for Academic Success of ELLS

Our freestanding ESL program is offered through a push-in model. Instruction is delivered in the workshop format, which includes an opening mini-lesson, work period, and closing. Small group instruction during the workshop will be delivered by both a content specialist and a licensed ESL teacher. Instructional strategies will include basic scaffolding approaches, such as the use of realia, visuals, modeling and mapping. Techniques, such as questioning, monitoring, synthesizing, summarizing, inferring, and determining importance will be used to increase comprehension. There will also be a focus on test-taking strategies in order to prepare students for their Regents exams.

Beyond analyzing NYSESLAT scores, teachers will continually assess student need through the monitoring of class work, cooperative grouping, homework, TAN (Teacher Assessment Notebooks) and academic intervention reports. Teachers will then use this data to plan for whole group and small group instruction through differentiation of instruction. The ESL teacher will also provide individualized tutoring sessions as needed during lunch periods.

Our Regents results indicate the need for concentration on the areas of mathematics and science. A Math Coach has been appointed to work with teachers and individual students, including ELLs. Error analysis and the development of subject-specific, native language glossaries will take place.

The ESL teacher will meet on a weekly basis with the ELA teachers to identify student need and plan for differentiated instruction. She will also meet with special education teachers to discuss the progress and specific needs of ELL students with Individualized Education Plans in order to ensure that IEP goals and language acquisition needs are effectively addressed. In addition, the ESL teacher meets with Content Area teachers to assist them with strategies to make subject matter comprehensible to all students. Also, there are professional development sessions on ESL techniques for Content Area teachers.

Newcomers receive a language “buddy” to assist them in adjusting to the school and to assist them with subject matter. Their schedules are aligned with the ESL teacher’s so that they can attend “Lunch and Learn” sessions. They are also invited to after school tutorials.

Long-term ELLs attend extended-day programs and have conferences with content area teachers. Their work is analyzed to identify strengths and weaknesses so that instruction can be modified to their needs. Conferences with Special Education teachers take place at formal meetings and also during “on the fly” conversations, to make sure that IEP recommendations are being followed. We also are developing subject-specific glossaries to make difficult language more comprehensible to all. For those ELLs who require

more than 4 years to graduate, there are special sessions with the Guidance Counselor and Social Worker in an effort to find appropriate extended day classes or alternative programs for credit recovery.

There are extensive support services in place for academic intervention: extended day tutorials with content area teachers and the ESL teacher, and computer lab sessions to support student research and writing. Transitional students are scheduled for one self-contained period to support classroom learning and the ESL teacher has an “Open Door” policy which allows students to seek help whenever necessary.

Regents Review classes are held for all students. After completing “practice” Regents in class, there is an item skills analysis to determine the specific type of question individual students get incorrect, in order to show patterns so that emphasis can be placed on that particular type of question by the ESL teacher.

Title III funds will be allocated to supplement our existing ELL program. Our Title III program will have a cultural and academic focus. It will include a Book Club, cultural excursions, working in the computer lab for research and project completion, as well as a Regents Prep Program.

Resources and Support

Instructional materials used to support the learning of ELLs will include books on tape, charts, classroom libraries with some books in native language for independent reading, and computer software. Professional Development is offered by the ICI LSO Network Support Specialists, Principal, Assistant Principals, ESL Specialist, and outside organizations. There are Professional Development sessions every Wednesday. The NYCDOE offers many opportunities for teachers to learn ESL methodology. Additionally, we will encourage and support teachers who wish to obtain certification in ESL, by providing information, guidance and opportunities to work with our current ESL teacher. Agendas and sign-in sheets will remain on file.

Our student population is small; this enables the entire staff to act as an “Academic Family” to support all students, including English Language Learners, to be successful!

Daniel Korb, Principal

Date

(24Q267) The High School of Applied Communication

Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s): 9, 10, 11, 12 Number of Students to be Served: 40 LEP 322 Non-LEP

Number of Teachers 1 Other Staff (Specify) 2 administrators

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

The High School of Applied Communication (HSAC), located in a mostly industrial area of Long Island City, Queens, opened its doors in September, 2005 with a total of 113 ninth grade students. Now in its fifth year, there are ninth, tenth, eleventh, and twelfth grade students totaling 362 students. Of those 362 students, 40 are English Language Learners. Including Special Education, there are 15 freshmen, 5 sophomores, 11 juniors, and 8 seniors. The majority of our ELLs have been in the country from one to five years, although we have identified 10 long term ELLs and 5 students with interrupted formal education. The language of instruction is English and language levels range from beginner to advanced with some students being on the transitional level. Spanish is the predominant home language for our ELLs. Other languages spoken by our students include Chinese, Farsi, Bangali, Nepali, Hindi and Urdu.

The ESL instructional design implemented at HSAC is a “push-in” model delivered by a certified ESL teacher and the content teacher. The ESL teacher pushes into the literacy classes of our ELLs. Most ELL students in the ninth and tenth grade are grouped according to grade level to ensure that they receive the required mandated services. Instruction is delivered in a workshop format, which includes an opening mini-lesson, work period, and closing. Small group instruction during the workshop is delivered by both a

content specialist and a licensed ESL teacher. Instructional strategies include basic scaffolding approaches, as well as comprehension techniques, such as questioning, monitoring, synthesizing, summarizing, inferring, and determining importance. There is also a focus on language acquisition and test-taking strategies. Reading, writing, speaking, and listening is emphasized across the curriculum.

An extra-curricular program will be designed for beginner, intermediate and advanced ELLs students called the *ELL Book Club*. The language of instruction will be English and the program will be scheduled for one hour, one day a week and will run approximately 48 weeks. The program's main objective will be for the students to achieve proficiency in all the modalities of English including: listening, speaking, reading and writing. In addition to the weekly meetings, two Saturday enrichment trips will be offered to all students enrolled in the program. Additionally, to foster parental involvement, *The Book Club* will host a family luncheon in the spring to celebrate our ELLs and their families.

The genre that has been chosen for the *ELL Book Club* is cultural, historical fiction. This decision is purposeful as it serves to further enhance our ELL student's knowledge of historical as well as cultural content to meet the NYS standards in Social Studies. The two trips that will be planned will further enhance their cultural awareness of their new community. Instruction for this program will be data driven, differentiated, and will utilize ESL strategies and methodologies including realia, visuals, and modeling, as well as many components used in the America's Choice model.

The focus on listening, reading, writing, and speaking in the ELL Book Club will provide a scaffold for the students' participation in the after school Regents Preparatory Courses that will take place in the fall and spring semesters. These courses will include both ELLs and general education students and will be led by content area specialists. A certified ESL teacher will push-in to these sessions to provide further support for our ELLs students. Since many of our ELLs have limited access to the use of technology, Title III funding will provide an opportunity for our ELL students to use the Computer Lab an additional two days per week. This will enable them to have access to technology to do research, complete essays and work on projects. There will be an ESL Specialist and a Technology Specialist to assist.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional Development will be conducted by the ESL teacher, administration, and support staff. All teachers will participate. Some of the topics planned include:

- Identifying ELLs
- Scaffolding Instruction for ELLs
- Using Data to determine the individual needs of the ELL population
- Making Content Accessible for ELLs
- ELL Study Group

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Our parent coordinator works closely with our community. She holds workshops where parents have the opportunity to become familiar with the school's routine. A list of the chosen books will be made available to the parents of the students attending the *ELL Book Club*, including some translated versions of the texts. Additionally, a standing invitation will be offered for parents to attend the Book Club and all parents will be invited to attend a culminating luncheon for the Book Club at the end of the year.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits) Code 15	\$ 9,739.36	2 Teachers x 1 hour x 50 sessions @ 41.98 = \$4,198.00 2 Teachers x 1 hour x 50 sessions @\$41.98= 4,198.00 2 Teachers x 4 hours x 2 sessions @\$41.98 = 671.68 2 Teachers x 1 hour x 8 sessions @\$41.98 = 671.68
Support Staff Salaries Code 16		
Supplies and materials Code 45	\$1,766.32	Bilingual literature (independent reading) \$966.32 Genre Books – Book Club 600.00 General Supplies 200.00
Purchased services Code 40	\$1,696.32	Cultural Trips/ Family Luncheon/ Book Club ▪ Tickets = \$1000 ▪ Family luncheon=\$696.32
Employee Benefits Code 80	\$1,798.00	2 teachers x 1 hour x 50 <u>sessions@7.75</u> = \$775.00 2 teachers x 1 hour x 50 <u>sessions@7.75</u> = 775.00 2 teachers x 4 hours x <u>2 sessions@7.75</u> = 124.00 2 teachers x 1 hour x <u>8 sessions@7.75</u> = 124.00
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - We reviewed the Home Language Report (RHLA) on ATS.
 - We surveyed the parents who attend our P.T.A. meetings to determine which languages would be needed for translation services at these meetings and all Open School events.
 - We canvassed the teachers to determine which parents needed oral and/or written translation when making contacts with the home.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - The major home languages for our students are: English, Spanish, Bengali, Mandarin, Cantonese, Korean, Polish, and Italian.
 - Written translation is necessary for our parents in the languages of Spanish.
 - Oral translation will be necessary for our parents in Spanish and Polish.
 - Translators will need to be provided at open school conferences and some P.T.A. meetings in Spanish and Polish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - Written letters and memos to parents will be translated into the languages needed for communication with the parents of our students as necessary. This will ensure that parents are being informed of important school matters in their home language.
 - Letters pertaining to specific individual educational criteria (i.e. suspensions letters, communications from teachers, guidance, and administration, Promotion in Doubt letters) will be formatted into template forms for each language as necessary. This will facilitate the communication with the parents.
 - Some of these translations will be obtained through the Translation and Interpretation Unit of the New York City Department of Education.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - We plan to utilize Over-the Phone Interpretation Services offered by the Department of Education for individual contacts to the home, or work. (752-7373 Ext 4).

- Where possible, teachers and other members of staff who speak Spanish, Chinese, Korean, Italian, and Polish will do the simultaneous translation at these meetings.
 - Where translation is needed in other languages, we will use the services of LIS Translations located at 21-52 44th Drive, L.I.C. New York 11101.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- In October 2009, we will generate and distribute letters to parents in the covered language informing them of their rights regarding translation and interpretation services.
 - A sign will be posted in the front lobby and the main office indicating the office where a copy of the letter to parents on their rights regarding translation and interpretation services can be obtained.
 - All parents will have access to the main office where it will be determined what if any translation or interpretation services will be provided for the parent. This will be incorporated into the school's safety plan.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$188,484	\$25,414	\$213,898
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1884.84		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 254.14	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,424.20		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,270.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$18,848.40		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,541.40	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. N/A

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The High School of Applied Communication Parent Involvement Policy 2009-2010

At The High School of Applied Communication, parents and community members are viewed as integral members of the design efforts of HSAC and will continue to have many opportunities to be involved in the school (America’s Choice Design Handbook, 2005). HSAC parents are encouraged to take an active role in the operations and functions of the school and its daily activities. Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all our students. The administration, faculty and staff of the school support an open door policy where parents are encouraged to visit the school and arrange for appointments on an as needed basis. The High School of Applied Communication supports parental involvement by encouraging meaningful participation in school operations through active involvement with the Parent Teacher Association and School Leadership Team. Parents are also encouraged to attend school activities and functions such as Parent Teacher Conferences, HSAC Award’s night, and various sports and club activities. The HSAC mission is for all students to graduate ready to enter college as savvy consumers of information having mastered the literacy, communication, and critical thinking skills necessary to successfully meet the challenges of today’s complex society and the HSAC parents are a key factor in making this mission a reality.

I. General Expectations

The High School of Applied Communication (24Q267) agrees to implement the following statutory requirements in support of strengthening student academic achievement:

1. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

2. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
3. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
4. The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
5. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Implementation

1. The High School of Applied Communication will take the following actions to involve parents in the joint development of its school parental involvement policy under section 1112 of the ESEA:
 - Conduct an informational meeting regarding parental involvement at HSAC at the Fall 2009 Open School Evening.
 - Conduct an informational workshop at the first Parent Teacher Association meeting in the Fall of 2009.
 - The Parent Coordinator will establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at a variety of school activities.
2. The High School of Applied Communication will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Provide information and consultation to the Executive Board of the HSAC Parent Teacher Association regarding the parent involvement policy.
 - Provide information and consultation to the School Leadership Team regarding the parent involvement policy.
 - Establish a Parent Outreach Committee to consult in the revision and management of the HSAC parent involvement policy.
3. The High School of Applied Communication will provide the following necessary support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - create a Parent Outreach Committee

- continue the monthly multi-lingual parent newsletter
 - increase the percentage of parents participating in the e-mail data base
 - maintain PTA representation at school open houses
 - continue communication through letters and phone calls regarding school policies and academic progress and science lab progress reports from school leadership and staff.
 - continue calling parents to inform them of student's attendance.
 - continue use of translators of Chinese and Spanish provided by the Department of Education at school open houses and Parent Teacher Conferences.
4. The High School of Applied Communication will conduct a needs assessment, evaluating the content and effectiveness of the parent involvement policy. The needs assessment will involve all stakeholders including: administration, faculty, staff, students and parents. The HSAC parent involvement plan will then be edited and revised and the document will be distributed to all parents in the school through the Parent Coordinator's Office. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 5. The High School of Applied Communication will provide assistance to parents of children served by the school by offering workshops to meet the needs of its parent population. Some of the workshops to be provided in the 2009-2010 school year include:
 - the State's academic content standards
 - supplementary educational support of classroom instruction in the home
 - NCLB laws with a focus on instructional practices
 - hands-on literacy, mathematics and other relevant training for parents
 - college preparatory strategies
 - use of ARIS
 - preparing for the PSAT/SAT
 - communicating with teens
 - beginner Spanish
 - drug and alcohol prevention seminar
 6. The High School of Applied Communication will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 7. The High School of Applied Communication will assist parents in the communication of school policies and programs and will encourage parents to attend meetings, workshops, and conferences. The Parent Coordinator will communicate with parents by phone, e-mail and the monthly multi-lingual parent newsletter with the goals of increasing parental involvement in school activities and opening the lines of communication between HSAC staff members and parents. The Parent Coordinator will also establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at a variety of school activities.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by The High School of Applied Communication on June 2009 and will be in effect for the period of one year from September 1, 2009 to June 30, 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2009. The policy will be reviewed by The High School of Applied Communication by June 20, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The High School of Applied Communication School-Parent Compact 2009-2010

The High School of Applied Communication and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This policy was adopted by The High School of Applied Communication on June 12, 2009 and will be in effect for the period of one year from September 1, 2009 to June 30, 2010.

School Parent Compact Provisions

School Responsibilities

The High School of Applied Communication will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. HSAC follows the America's Choice Design for High Schools.

This reform design is driven by the New Standards Performance Standards and succeeds to encouraging all students to meet and exceed State and City Standards. The design is rigorous and supports improved scores on Regents assessments.

2. Hold parent-teacher conferences semi-annually during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Three report cards a semester; 2 semesters a year
 - Progress reports on an as needed basis up to six times a year
 - Parent-teachers conferences two times a year
 - Phone calls on an as needed basis during the year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parent-teachers conferences two times a year
 - Phone calls on an as needed basis during the year.

The administration, faculty and staff of the school support an open door policy where parents are encouraged to visit the school and classes and arrange for appointments on an as needed basis.

5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any *Schoolwide* Program plan in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the Parent Teacher Association, and School Leadership Team.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The High School of Applied Communication identified the following notable strengths:

- Building a community of professional learners through weekly common planning and professional development
- Working to support individual student needs, despite our small size, through a series of purposeful programming decisions, for example:
 - Providing additional classes in areas where students have not achieved Regents success including: Living Environment (Ecology) and a second year of Algebra and Geometry
 - Close monitoring of students who participate in credit recovery during the day and in extended-day programs
- Tapping into the strengths of our faculty to provide students with extra-curricular activities, such as drama, student government, school newspaper, school yearbook, book club, art, dance, and senior activities
- Acquiring funding sources to enhance our current extra-curricular and Regents preparation programs, such as a \$10,000 grant from Assemblywoman Nolan
- Initiating our own varsity sports program through New York City's PSAL program in cross country, track and field, wrestling, and basketball
- Developing a group of highly trained student peer mediators to assist in resolving conflicts within the school
- Providing meaningful and pointed data to teachers, allowing them to evaluate their students and execute lessons that are differentiated and meet individual needs

Identified School Goals for 2009-2010

Goal #1: By August 2010, student receiving a 65% or higher on the Algebra Regents Exam will increase by 5.2%.

Goal #2: By August 2010, student receiving a 65% or higher on the Living Environment Regents Exam will increase by 3.7%.

Goal #3: By June 2010, 90% of teachers will differentiate instruction a minimum of two times a week as articulated in 90% of formal and informal observation reports.

Goal #4: To increase rigor by offering 70 students by advanced placement classes in European History, US History and Government and English Literature by June 2010.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The High School of Applied Communication has established the following school-wide priorities for the 2009-2010 school year:

- The development of the collection of objective data to further enhance the process of goal setting and school self-evaluation
- To align professional development more closely towards helping teachers enhance their use of data and to develop their skills of peer evaluation
- Deepening the school-wide use of standards and student work in standards-based instruction
- Continuing the development of a Professional Learning Community

3. Instruction by highly qualified staff.

The High School of Applied Communication had 100% highly qualified teachers teaching core academic subjects in the 2009-2010 academic year.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Professional development is a cooperative effort between the administration and staff. This development is enhanced by the principal, assistant principals, America's Choice Instructional Specialists, and ICILSO personnel.

All teachers receive professional development to prepare them for the first day of school. This workshop focuses on the roll-out of the America's Choice Design and goal setting. Additional professional development for the first day includes a focus on school goals, classroom management strategies, school protocol, and planning for instruction. Teachers also receive The HSAC Handbook for Teachers to support the further understanding of school policies and procedures.

Our new teachers receive support from the following personnel: school administration, America's Choice Cluster Leader, America's Choice Math Specialists, mentors, and ICILSO personnel.

The instructional team consisting of administrators and pupil personnel staff will enhance the professional development of all staff in instruction of all curricula in the classroom. Its effectiveness will be evaluated through the use of teacher surveys in the spring of 2010 and formal and informal teacher observations by June 2010.

Professional development will include a focus on learning skills by a team comprised of administrators, faculty members and outside consultants in order to model best practices in the total school curricula. The team will also facilitate shared planning and an exchange of best practices.

This year, The High School of Applied Communication continued its Wednesday Professional Development series. The Wednesday schedule has been modified to allow opportunity for teachers to meet in teams and participate in the professional development aligned with the school goals. Topics include: data driven instruction, opportunities for differentiation, effective lesson planning, and goal setting to name a few. Full day professional development days will also be offered to all staff on Election Day (November 3, 2009) and June 10, 2009.

America's Choice professional development will be used to assist teachers with planning for instruction using the workshop model and best practices in literacy, math, and across all content areas with a focus on writing and literacy in the content areas. Teachers will receive an overview of the model and participate in hands-on workshops, which allow them to practice planning within this model. They will be informed of materials that are available to them, and model classrooms on each grade level will be established in which to hold professional development. Guidelines for classroom organization will be disseminated to the entire faculty. Technology in the classroom is a priority; all staff will participate in a series of workshops to become fluent in the use of computers and technology as instructional tools.

Additional professional development will be provided in the following areas:

- The components of the America's Choice Design

- The use of reading comprehension strategies to meet the needs of special education students
- ESL strategies and the ESL Learning Standards
- Effective strategies for teaching reading, including drawing conclusions, distinguishing between fact and opinion, understanding figurative language, applying prior knowledge, inferring meaning from context, predicting outcomes, and recognizing cause and effect.

Teachers will receive training in skills analysis and data analysis and base their instruction on these findings. Training in the use of portfolios as an assessment tool will be given to all staff. Teachers will become familiar with the format of standardized exams and receive the test results from the previous school year for their students. Multiple assessment tools will be used throughout the academic year to continuously identify areas in need of improvement and monitor students' progress. This includes the following:

- Standardized test results
- Regents assessments and analysis (by content area)
- Item skills analysis
- NYSESLAT results
- ATS reports
- Annual Report Card
- Curriculum checklists
- Portfolios and Sourcebooks

Special Education teachers will also be involved in professional development that focuses upon curriculum adaptation strategies. These teachers will learn to:

- Analyze general education curriculum documents to establish content, objectives, and instructional procedures.
- Evaluate student needs in relation to the content, objectives and instructional procedures of the general education curriculum document,
- Select instructional objectives at the appropriate level of difficulty based upon pre-requisite skills and knowledge of the student,
- Design effective and efficient instruction for special education based on general education curriculum documents by developing explicit lessons with adaptations to meet student needs.

The following components of our professional development program will continue for the 2009-2010 academic year:

- The administration will provide in-service staff development and attend workshops. They will work closely with other administrators to bring back new information and implement Regional initiatives.
- Walkthroughs by the administration will provide feedback which will be used to drive our professional development and improve the school environment.
- We will follow a needs-based professional development plan, which includes: balanced literacy and the America's Choice Design, data analysis training, strategies to promote purposeful/accountable talk and encouraging academic rigor through questioning strategies.
- Common Planning Teacher Teams will continue to meet once a week to share best practices, model lessons, and disseminate vital information related to the delivery of effective instruction.

- Observational, collegial, and supervisory walkthroughs to diagnose areas of success and areas in need of improvement will be used to facilitate the planning of professional development.
- Teachers will attend conferences and be aware of professional development opportunities available outside of the building.

Supervisors receive the following training throughout the year:

- America's Choice Training
- Technology Training
- ICILSO training and informational meetings on varied topics

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

As a Leadership Team and school community, the following strategies were implemented during the 2009-2010 year to increase the percentage of highly qualified teachers in our building:

- Participation in citywide recruitment hiring fairs
- Networking with NYC Fellowship Program
- Networking with America's Choice middle school principals who may have *excessed* qualified staff
- Networking with high schools in our ICILSO network who may have *excessed* qualified staff
- Participation in the Open Market system with a focus on recruitment of staff members that represent cultural diversity aligned with student population
- Assisting uncertified teachers in gaining permanent certification through one-on-one counseling sessions
- Supporting new teachers by providing applicable support with the on site mentors

Additional recruitment strategies that are expected to be implemented at The High School of Applied Communication for 2009-2010 include:

- Teachers will be assigned to the area of certification when scheduling, with some limited flexibility, consistent with State regulations.
- Providing options/methods for teachers who are not highly qualified to become highly qualified through conversion programs and utilizing the school's 5% Title I set aside.

6. Strategies to increase parental involvement through means such as family literacy services.

The Parent Coordinator will focus on improving parental involvement and maintaining the high level of communication between the school and the parents. She will assist in the communication of school policies and programs and will encourage parents to attend meetings, workshops, and conferences. The Parent Coordinator will continue communicating with parents by phone, e-mail and the monthly bilingual parent newsletter with the goals of increasing parental involvement in school activities and opening the lines of communication between HSAC staff members and parents. The Parent Coordinator will also establish a Parent Outreach Committee whose purpose will be to explore strategies for increased parental involvement at a variety of school activities.

The Parent Coordinator has established an e-mail data base of the addresses of the HSAC school parent community. The number of parents who have participated in giving the school their e-mails was 60% in the 2008-2009 school year. The Parent Coordinator will continue to encourage parents to share their e-mails (if applicable) as well as work to gather the e-mail addresses of the entering freshman class parents. As a next step, the Parent Coordinator will communicate with both the PTA and the HSAC staff to share this information on an as needed basis.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At The High School of Applied Communication *teachers work effectively in various teams to plan collaboratively and to share knowledge of students and their individual needs* (HSAC Quality Review 2007). Specific implementation strategies include and will continue in 2009-2010:

- Development of a program that supports both the study and analysis of student data. Departmental study groups of 4-8 teachers were created with the common thread of improving instruction and evaluating student work both globally (cohorts) and individually (differentiation).
 - Creation of interdisciplinary mini-units to support thematic essay topics for use by ELA and Global Studies teachers in preparation of the Global Studies Regents Exam.
 - Programming of C6 common planning meetings including ESL and Special Education teachers to strengthen teaching objectives.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

At The High School of Applied Communication, working to meet the needs of our individual students is a focused instructional goal. Some specific strategies we have implemented to achieve this instructional goal include the following:

- Provide opportunity for the Academic Intervention Team, composed of the Principal, Assistant Principals, Social Worker, Guidance Counselor, Special Education Teacher, and School Nurse to meet weekly and discuss students in need of Academic Intervention Services, specifically, consistent attendance, credits earned, passing rate and targeted progress of failing students.
- Mid-year programming focus for students in need of academic intervention in the Science Department. Provide targeted classes in Regents Prep in Global History, ELA, and Integrated Algebra. Creation of an *AIS Accountability Form* for each teacher to complete each marking period targeting failing students. Form includes: *strengths, areas of concern* and *next steps* for students in need of improvement. Completed copy placed in Teacher Assessment Notebook (TAN) and submitted to applicable supervisors.
- Continued daily communication with parents of students that are not attending school. ACS is notified on students with 30+absences.

10.Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Not Applicable

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Not Applicable

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT NOT APPLICABLE

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) Not Applicable

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The High School of Applied Communication employs a best-practice model of Standards-based instruction. The America's Choice Design, our model, is closely aligned with NYC standards-based system, particularly ELLs. Therefore, we have determined that this finding is not applicable to our school.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Teachers have engaged in one to one coaching and professional development of standards-based instruction. All lessons are connected to the standards and rubrics are standards-based.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The High School of Applied Communication employs a best-practice model of Standards-based instruction. The America's Choice Design, our model, is closely aligned with NYC standards-based system, Furthermore, HSAC is following the NYC curriculum and adopting Algebra, Geometry, Algebra II, Trigonometry. Therefore, we have determined that this finding is not applicable to our school.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The High School of Applied Communication employs a best-practice model of Standards-based instruction. The America's Choice Design, our model, is closely aligned with NYC standards-based system, Therefore, we have determined that this finding is not applicable to our school.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observations and teacher feedback

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Research-based America's Choice School Design employs the workshop model: mini-lesson, small group/ pair work period, followed by a summarizing or sharing activity. 90% of faculty follows the design as stated, with minor adjustments for specific subjects. CTT, ESL work with content area teachers on a regular basis to differentiate instruction. All classroom teachers use testing data to inform instructional delivery and grouping.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observations and teacher feedback

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Research-based America's Choice School Design employs the workshop model: mini-lesson, small group/ pair work period, followed by a summarizing or sharing activity. 100% of faculty follows the design as stated, with minor adjustments for specific subjects. CTT, ESL work with content area teachers on a regular basis to differentiate instruction. All classroom teachers use testing data to inform instructional delivery and grouping.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After analyzing the school's teacher turnover rate, the leadership team determined that high turnover was an issue in our school in 2008-2009. Of the 25 teachers employed at our school 19 had less than three year experience.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers were not accustomed to small school setting and found it difficult to adjust to a not so flexible program and numbers of sections.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The program has been streamlined to meet both the students and aligned to meet the strengths of the teachers. Additionally, professional development time has been embedded into the structures of our school to provide much need support for our staff. 100% of the staff returned to work at HSAC in the 2009-2010 schoolyear. No assistance is needed from central offices at this time to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After reviewing the 2008-2009 professional development agendas, the leadership team determined that this finding is not relevant to our school.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The HSAC Professional Development series regularly interrogates data including the NYSESLAT. The data is aggregated and disaggregated and is analyzed to inform instructional practice. Additionally, the ESL teacher at HSAC attended PD provided by the ICILSO and ISC. School visits from our network support specialist also provides pointed professional development ESL instruction.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After reviewing the 2008-2009 professional development agendas, the leadership team determined that this finding is not relevant to our school

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The HSAC Professional Development series regularly and consistently interrogates data including the NYSESLAT. The data is aggregated and disaggregated and is analyzed to inform instructional practice. School visits from our network support specialist also provides pointed professional development ESL instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After reviewing the 2008-2009 professional development agendas, the leadership team determined that this finding is not relevant to our school

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The HSAC Professional Development series regularly and consistently interrogates data including disaggregated trends of the SPED population. Also, IEPs are distributed to all teachers with professional development as well as follow up PD sessions to reflect on the information provided.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

After reviewing student IEPs and discussions with the SPED team, the leadership team determined that this finding is not relevant to our school

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The HSAC Professional Development series regularly and consistently interrogates data including disaggregated trends of the SPED population. Also, IEPs are distributed to all teachers with professional development as well as follow up PD sessions to reflect on the

information provided. Additionally, teachers are programmed to meet once a week in teacher teams with SPED to both provide support, discuss lesson planning and plan for testing accommodations as needed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) NOT APPLICABLE

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of January 14, 2010, we have no students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Not applicable

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.