



HIGH SCHOOL OF APPLIED COMMUNICATION

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: HIGH SCHOOL OF APPLIED COMMUNICATION
ADDRESS: 30-20 THOMSON AVENUE
TELEPHONE: 718-389-3163
FAX: 718-389-3427

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400011267 **SCHOOL NAME:** High School of Applied Communication

SCHOOL ADDRESS: 30-20 THOMSON AVENUE, QUEENS, NY, 11101

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

SCHOOL CONTACT PERSON: DANIEL KORB **EMAIL ADDRESS:** DKorb@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lisa Levine

PRINCIPAL: DANIEL KORB

UFT CHAPTER LEADER: Linda Acosta

PARENTS' ASSOCIATION PRESIDENT: Brian Lowy

STUDENT REPRESENTATIVE:
(Required for high schools) Zaheer Lakhani

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: NANCY DIMAGGIO/VIVIAN SELENIKAS/William Manekas

SUPERINTENDENT: Juan Mendez

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Daniel Korb	Principal	Electronic Signature Approved.
Brian Lowy	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Linda Acosta	UFT Chapter Leader	Electronic Signature Approved.
Christine Daly	UFT Member	Electronic Signature Approved.
Claudia Cardozo	Parent	Electronic Signature Approved. Comments: Unable to sign on to i plan website
John D'Amico	Parent	Electronic Signature Approved. Comments: Unable to sign on to i plan website
Iris Cosme	Parent	Electronic Signature Approved. Comments: unable to sign on to i plan website
Zaheer Lakhani	Student Representative	Electronic Signature Approved.
carmen Martinez	DC 37 Representative	Electronic Signature Approved.

* Core (mandatory) SLT members.

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.

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.

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 89%.

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.

Teachers of all subject areas will be engaged in standards based instruction with particular focus on aligning curriculum to the new common core standards. They will learn and practice focused teaching strategies that enhance teaching and learning throughout the school. For the 2010-2011 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. Emphasis will also be placed on increasing academic rigor, incorporating goal setting and student reflection and using data to drive instruction.

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.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	High School of Applied Communication									
District:	24	DBN #:	24Q267	School BEDS Code:						
DEMOGRAPHICS										
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		90.4	89.6	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		95.1	96.96	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		68.3	62.2	73.9			
Grade 8	0	0	0							
Grade 9	115	69	104	Students in Temporary Housing - Total Number:						
Grade 10	113	110	82	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	102	87	85		1	9	TBD			
Grade 12	0	102	89							
Ungraded	0	0	0	Recent Immigrants - Total Number:						
Total	330	368	360	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					16	5	0			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	26	35	TBD			
# in Collaborative Team Teaching (CTT) Classes	8	15	20	Superintendent Suspensions	19	7	TBD			
Number all others	34	38	33							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	35	28	33	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	0	7	Number of Teachers	20	25	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	7	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	19	26.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	33.3	30.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	57	62	TBD
American Indian or Alaska Native	0.3	0.3	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.6	93.5	TBD
Black or African American	13	11.7	10.3				
Hispanic or Latino	54.8	55.4	58.1				
Asian or Native Hawaiian/Other Pacific Isl.	12.7	12	11.4				
White	19.1	19.8	18.6				
Multi-racial							
Male	42.7	41.6	41.1				
Female	57.3	58.4	58.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		-	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	-	
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				Ysh	√	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√	-	
Student groups making AYP in each subject				3	3	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 (Comprises 15% of the Overall Score)	11.2	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	20.5	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	39.7	Quality Statement 4: Align Capacity Building to Goals	▶
Additional Credit	8	Quality Statement 5: Monitor and Revise	▶

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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 sixth year of developing tomorrow's leaders. Our diverse population of 361 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 included 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.

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 work cooperatively, collaboratively and collectively at round tables. The classroom environment is characterized by rituals, routines and artifacts.

What have been the greatest **accomplishments** in your brief history?

- Working to support individual student needs, despite our small size, through a series of purposeful programming decisions;
- Providing additional classes in areas where students have not yet achieved Regents success including: Geology (Earth Science) 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;
- Ninth grade students more than two years below grade level are supported by placement in Ramp-up Literacy classes;
- 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;
- Developing a substantial and integrated technology and art program to enrich the core program;
- Initiating our own varsity sports program through New York City's PSAL program in cross country, track and field, wrestling, and basketball;
- Development of an AP program to include AP European History and AP English;
- Providing additional opportunities for academic enrichment and college credit in our community through local partnerships with Bard High School Early College and LaGuardia College;

- 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.
Ninth grade students more than two years below grade level are supported by placement in Ramp-Up Literacy classes;

At HSAC, we used the following data as a **benchmarks** and **performance trends** to inform our schoolwide goals:

Benchmark for 2010 cohort (freshman):

8 th Grade State Assessment Data for 2010 Cohort (Freshman)										
	4		3		2		1		N/A	
Total freshman enrollment: 100	# students	%								
ELA	0	0%	21	21%	58	58%	6	6%	15	15%
Math	10	10%	28	28%	42	42%	10	10%	10	10%
Science	10	10%	42	42%	32	32%	6	6%	10	10%
Social Studies	4	4%	40	40%	15	15%	30	30%	11	11%

Regents Exams Performance Trends:

Regents Exam	June 2008	June 2009	June 2010
Global Studies	30.5%	58.0%	57.0%
US History	69.0%	76.0%	82.0%
English	61.4%	68.0%	74.0%
Living Environment	25.9%	42.3%	57.0%
Earth Science	14.9%	50.0%	33.0%
Chemistry	15.7%	17.0%	
Physics	N/A	67.0%	
Algebra	46.0%	29.8%	58.2%
Geometry	N/A		33.0%
Algebra II/Trig	N/A	N/A	44.0%
Spanish	100.0%	93.0%	90.0%

Overall, our June 2010 Regents passing rates have increased from June 2009. US History and ELA grew by 6.0% each, Living Environment went up by 15.0%, and the passing rate on the Algebra Regents nearly doubled to 58.2%. Areas of concern remain, after posting a 28.0% gain on the June 2009 Regents in Global History, the June 2010 score did not grow at all. Issues remain with low passing rates in Earth Science, Chemistry, Trigonometry and Geometry.

Current Barriers:

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

Based upon the findings of our 2009-2010 School Quality Review, for which we received a proficient, we have identified the following **areas for improvement**:

To increase student achievement for incoming freshman;
To develop a plan to incorporate Core Standards for research in the 9th grade;
To implement a school wide collaborative inquiry process;
To further develop the use of rubric.

At HSAC, we have implemented the following **aids** to ensure we achieve our schoolwide goals:

Peer Tutoring

AIS Classes in English, Math, Living Environment, Earth Science, Global Studies for students who were not successful on their Regents Exams.

Review Regents classes after school

Created a Research Technology Program to increase literacy skills in the 9th and 10th grades.

Provided time in the program for staff to work on Inquiry Teams.

Provided time in the program for staff to receive professional development.

Provided time in the program for common planning in the social studies, english, math and science departments.

Hired a part time grant writer to improve our arts program offerings and provide students additional opportunities for extra curricular activities.

Active PTA Executive Board

Active Student Government

No Child Left Behind: HSAC is currently in good standing in English, Mathematics and for all ethnic subgroups. DOE Accountability: HSAC received an A on our 2009 and 2010 Report Cards.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Goal #1: To increase student achievement for incoming freshman by raising the number of ninth graders earning 10 or more credits by 2% by August 2011.	<input type="checkbox"/> Our goal is to continue the positive trend of 9th grade credits earned by increasing the percentage of students in the 2010 cohort that have earning 10 or more credits from 89% (2009 cohort data) to 91%.
<input type="checkbox"/> Goal #2: To incorporate Core Standards for research in the 9 th grade by programming 100% of 9th graders for a research class by June 2011.	<input type="checkbox"/> We will incorporate Common Core Standards for all 9 th graders through the Applied Research class.
<input type="checkbox"/> Goal #3: To implement a school wide collaborative inquiry process by June 2011.	<input type="checkbox"/> 75% of teachers will be programmed to meet weekly in Inquiry Teams by June 2011.
<input type="checkbox"/> Goal #4: 75% of all HSAC faculty will develop and use standards based rubrics for all projects and culminating writing pieces by June 2011.	<input type="checkbox"/> To Increase the use of standards based rubrics to assess formative and summative student work.
<input type="checkbox"/> Goal #5: To create a school website by June 2011.	<input type="checkbox"/> The HSAC website will include links to staff contact information, PTA contact information, college information and published student work.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.*

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #1: To increase student achievement for incoming freshman by raising the number of ninth graders earning 10 or more credits by 2% by August 2011.</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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Student progress including credit accumulation and projected credit accumulation will be monitored each marking period by the Guidance Department. • <input type="checkbox"/> 9th grade Computers and Research class will be created. All students will attend ½ credit Applied Research class. Students will research and present projects in all subject areas. Subject area teachers will develop projects in consultation with the technology teacher. • The Math Coach, who will teach 9th grade Algebra, will meet weekly with the other 9th grade Algebra teachers to develop lessons, strategies, projects and assessments. Teachers will also engage in peer observations. • 9th grade Social Studies teachers, along with the Principal, will meet weekly to develop lessons, strategies, projects and assessments. Teachers will also engage in peer observations. • 9th grade English and Science teachers will meet weekly with the Assistant Principal for feedback and planning. • A Ramp-up to Literacy curriculum will be utilized for 9th grade students who struggle with reading. • Guidance intervention services will be utilized to identify and develop strategies for at risk students. • All 9th graders to receive weekly advisory class for the school year.

	<ul style="list-style-type: none"> Administration will purchase castle learning license to facilitate achievement.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Tax Levy, Title I and NYSSL..
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <input type="checkbox"/> Data from school wide periodic assessments, teacher created classroom assessments and marking period report cards will be analyzed monthly by inquiry teams, guidance staff and administrators. Guidance staff analyses student marks and projected credit accumulation, and meets with students in need of academic intervention on an as needed basis.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal #2: To incorporate Core Standards for research in the 9 th grade by programming 100% of 9 th graders for a research class by June 2011.
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>	<input type="checkbox"/> <p>Use 3 Wednesday Professional Development sessions to introduce Common Core Standards.</p> <p>All 9th grade students programmed for full year Applied Research class with technology teacher.</p> <p>Subject area teacher to develop substantive research projects in consultation with</p>

	<p>appropriate coach or supervisor. Lessons to focus on evaluation and citation of sources Each research project to have written component as well as technological presentation. Core standards to constitute focus of inquiry groups.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax Levy, Title I.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Weekly collegial and administrative classroom observations and walkthroughs as well as analysis of student writing pieces.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #3: To implement a school wide collaborative inquiry process by June 2011.</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>	<p><input type="checkbox"/></p> <p>All inquiry teams scheduled to meet during Wednesday professional development sessions. Professional development provided on understanding Common Core Standards and how they connect with inquiry process. Required curriculum map adapted to reflect Common Core Standards and inquiry work.</p>

	<p>Principal and Assistant Principals work with teachers to develop goals, expectations and protocols.</p> <p>Principal and Assistant Principals to work with teachers and develop yearlong schedule of activities, assessments and benchmarks.</p> <p>Management of inquiry data through the use of the Teacher Assessment Notebook. (T.A.N.)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> Weekly collegial and administrative classroom observations and walkthroughs as well as analysis of identified inquiry student achievement.

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> Goal #4: 75% of all HSAC faculty will develop and use standards based rubrics for all projects and culminating writing pieces by June 2011.
<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>	<input type="checkbox"/> <p>Each department will develop standards based rubrics to assess student work during common planning periods.</p> <p>Bulletin boards in classrooms and hallways will include appropriate rubrics.</p> <p>Commentary on student work will reflect the language and elements of the related rubric.</p>

	Teachers will develop lessons to enable students to use rubrics for self assessment and reflection in order to improve their work.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Tax Levy and NYSSL
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Weekly collegial and administrative classroom observations and walkthroughs.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal #5: To create a school website by June 2011.
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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Hire technology teacher • Purchase equipment to update computer room including server, memory, and appropriate software. • 10th grade students programmed for technology course. • Technology teacher offered per session hours to work on website with students. • Expand partnership with NCR Corporation to develop student computer application.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy and NYSSL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Technology teacher meets with Principal bi-monthly to set interim goals for completion of the website.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	110	110	110		110	34	110	
10		65	110	8	107	24	107	
11	30	30	60	30	53	10	53	
12	20	34	61	16	92	8	92	

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> All students in grade 9 receive an additional 2 scheduled periods of ELA instruction per week. Thirty identified AIS students enrolled in Ramp-Up to Literacy also receive 2 additional periods of ELA instruction a week.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> All AIS identified students in grade 9 receive 1 additional period of mathematics instruction a week.</p>
<p>Science:</p>	<p><input type="checkbox"/> All AIS identified students in grade 9 receive 1 additional period of Science instruction a week.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Sixteen identified students in grade 12 receive 3 periods of additional instruction in Social Studies a week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The guidance counselor sees a varied number of AIS students on an “as needed” basis or through referrals from the faculty.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> 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.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Twenty one(21) 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.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> N/A</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 43

Non-LEP N/A

Number of Teachers 1

Other Staff (Specify) 1 administrators

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; 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; and service provider and qualifications.

□

The High School of Applied Communication (HSAC) has a population of 361 students, 43 of whom are English Language Learners. Including Special Education, there are 14 freshmen, 14 sophomores, 4 juniors, and 11 seniors. The majority of our ELLs have been in the country from one to five years. 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 Bangla, 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 students classified as intermediates based on their NYSESLAT scores also receive additional instruction through a pull-out program. 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.

The following programs will be funded through Title III and will serve to supplement classroom instruction for all ESL students, as well as to enhance parent involvement:

1. **ELL Book Club:** The Book Club will be facilitated in English by a licensed ESL teacher and will be scheduled for approximately one hour per week for 25 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 enrichment trips will be offered to all students enrolled in the program. Instruction for this program will be data driven, differentiated, and will utilize ESL strategies and methodologies including realia, visuals, and modeling.
2. **Saturday Academy :** These Regents prep courses will include both ELLs and general education students and will be led by content area specialists and one licensed ESL teacher who will rotate to each class throughout the session to provide additional language support and scaffolding. Six three hour sessions will be offered in a variety of subject areas.
3. **Magic Box Productions Residency Program:** One ninth grade English class with a majority of ELL and former ELL students will participate in a 15 week residency program. As participants, all students will receive one extra period of English per week and will be joined by a licensed ESL teacher during this time. Through this program, students will strengthen their verbal, listening, reading, and writing skills by participating in weekly video production workshops centered on building videography/ editing skills, refining interviewing techniques, and developing the ability to conceive, critique, and execute a short video documentary.

4. **Multi-Cultural Fair:** Under the supervision of the ESL Coordinator, all ESL students will have the opportunity to plan a schoolwide Multi-Cultural Fair. Participating in this event will foster the students' leadership and organizational abilities, as well as their verbal and listening skills. The fair is also intended to help parents of ESL students in particular to play a larger role in the school community.
5. **ESL Classes for Parents:** To further bridge the gap between the school and our ESL parent community, ESL classes will be held for a maximum of 20 parents by a licensed F-status ESL teacher. Four three hour sessions will be offered that focus on speaking, listening, reading, and writing.

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.

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

- Identifying ELLs
- Scaffolding Instruction for ELLs
- Using Data to determine the individual needs of the ELL population

A licensed ESL teacher will also work individually with teachers during programmed common planning sessions on differentiating instruction for ELLs. Additionally, the ESL teacher will participate on an Inquiry team focused on ELL students.

Section III. Title III Budget

—

School: High School of Applied Communication
BEDS Code: 342400011267

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$11202.00	<input type="checkbox"/> <input type="checkbox"/> 200 hours of per session for ESL and general ed. teachers to support ELL students: 200 hours x \$49.89 = \$9978.00

- Per session - Per diem		24 hours of per session for ESL supervisor to support ESL students x \$51 = \$1224.00
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2425.00	<input type="checkbox"/> Books for book club/ bilingual literature - \$460 General supplies for ESL Parent Workshops and Multi-Cultural Fair - \$665 Video cameras for film residency - \$1300
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	1, 374.20	<input type="checkbox"/> Admissions/tickets for ESL students
TOTAL	0	

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.

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.

- 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.

□

- 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 2010, 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.

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 2010-11:	212,00	10,259	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,120		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,600	*	
4. Enter the anticipated 10% set-aside for Professional Development:	21,200	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. 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.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□I. General Expectations

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

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->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—

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->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

<!--[if !supportLists]--> <!--[endif]-->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:

<!--[if !supportLists]--> <!--[endif]-->Conduct an informational meeting regarding parental involvement at HSAC at the Fall 2010 Open School Evening.

<!--[if !supportLists]--> <!--[endif]-->Conduct an informational workshop at the first Parent Teacher Association meeting in the Fall of 2010.

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->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:

<!--[if !supportLists]--> <!--[endif]-->Provide information and consultation to the Executive Board of the HSAC Parent Teacher Association regarding the parent involvement policy.

<!--[if !supportLists]--> <!--[endif]-->Provide information and consultation to the School Leadership Team regarding the parent involvement policy.

<!--[if !supportLists]--> <!--[endif]-->Establish a Parent Outreach Committee to consult in the revision and management of the HSAC parent involvement policy.

<!--[if !supportLists]--> <!--[endif]-->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:

<!--[if !supportLists]--> <!--[endif]-->create a Parent Outreach Committee

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->increase the percentage of parents participating in the e-mail data base

<!--[if !supportLists]--> <!--[endif]-->maintain PTA representation at school open houses

<!--[if !supportLists]--> <!--[endif]-->continue communication through letters and phone calls regarding school policies and academic progress and science lab progress reports from school leadership and staff.

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->the State's academic content standards

<!--[if !supportLists]--> <!--[endif]-->supplementary educational support of classroom instruction in the home
 <!--[if !supportLists]--> <!--[endif]-->NCLB laws with a focus on instructional practices
 <!--[if !supportLists]--> <!--[endif]-->hands-on literacy, mathematics and other relevant training for parents
 <!--[if !supportLists]--> <!--[endif]-->college preparatory strategies
 <!--[if !supportLists]--> <!--[endif]-->use of ARIS
 <!--[if !supportLists]--> <!--[endif]-->preparing for the PSAT/SAT
 <!--[if !supportLists]--> <!--[endif]-->communicating with teens
 <!--[if !supportLists]--> <!--[endif]-->beginner Spanish
 <!--[if !supportLists]--> <!--[endif]-->drug and alcohol prevention seminar

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->

The school will distribute this policy to all parents of participating Title I, Part A children on or before November 30, 2010. The policy will be reviewed by The High School of Applied Communication by June 30, 2011.

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.

□

School Parent Compact Provisions

School Responsibilities

The High School of Applied Communication will:

1. Hold parent-teacher conferences semi-annually during which this compact will be discussed as it relates to the individual child's achievement.
2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - 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.
3. 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:

- <!--[if !supportLists]--> <!--[endif]-->Monitoring attendance.
- <!--[if !supportLists]--> <!--[endif]-->Making sure that homework is completed.
- <!--[if !supportLists]--> <!--[endif]-->Participating, as appropriate, in decisions relating to my children's education.
- <!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 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:

Close monitoring of students who participate in credit recovery during the day and in extended-day programs

Providing additional classes in areas where students have not achieved Regents success including: Geology (Earth Science) and a second year of Algebra and Geometry.

Ninth grade students more than two years below grade level are supported by placement in Ramp-Up Literacy classes.

- Developing a substantial technology and art program to enrich the core program.
- 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
- Development of an AP program to include AP European History and AP English.
- Providing additional opportunities for academic enrichment and college credit in our community through local partnerships with Bard High School Early College and LaGuardia College .
- Initiating our own varsity sports program through New York City's PSAL program in cross country, track and field, wrestling, and basketball in collaboration with Bard High School Early College and the Academy of Enterprise and Finance.
- 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
- 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

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Based upon the findings of our 2009-2010 School Quality Review, we have identified the following areas for improvement:

To increase student achievement for incoming freshman.

To develop a plan to incorporate Core Standards for research in the 9th grade.

To implement a school wide collaborative inquiry process.

To further develop the use of rubrics.

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.

See above.

o Help provide an enriched and accelerated curriculum.

See above.

o Meet the educational needs of historically underserved populations.

See above.

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.

See above.

o Are consistent with and are designed to implement State and local improvement, if any.

See above.

3. Instruction by highly qualified staff.

The High School of Applied Communication had 100% highly qualified teachers teaching core academic subjects in the 2010-2011 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.

Our new teachers receive support from the school administration and ICILSO personnel.

Its effectiveness will be evaluated through the use of teacher surveys in the spring of 2011 and formal and informal teacher observations by June 2011.

The team will also facilitate shared planning and an exchange of best practices.

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 developments days will also be offered to all staff on Election Day (November 2, 2010) and June 2011.

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:

<!--[if !supportLists]--> <!--[endif]-->The components of the America's Choice Design

<!--[if !supportLists]--> <!--[endif]-->The use of reading comprehension strategies to meet the needs of special education students

<!--[if !supportLists]--> <!--[endif]-->ESL strategies and the ESL Learning Standards

<!--[if !supportLists]--> <!--[endif]-->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.

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:

<!--[if !supportLists]--> <!--[endif]-->Standardized test results

<!--[if !supportLists]--> <!--[endif]-->Regents assessments and analysis (by content area)

<!--[if !supportLists]--> <!--[endif]-->Item skills analysis

<!--[if !supportLists]--> <!--[endif]-->NYSESLAT results

<!--[if !supportLists]--> <!--[endif]-->ATS reports

<!--[if !supportLists]--> <!--[endif]-->Annual Report Card

<!--[if !supportLists]--> <!--[endif]-->Curriculum checklists

<!--[if !supportLists]--> <!--[endif]-->Portfolios and Sourcebooks

These teachers will learn to:

<!--[if !supportLists]--> <!--[endif]-->Analyze general education curriculum documents to establish content, objectives, and instructional procedures.

<!--[if !supportLists]--> <!--[endif]-->Evaluate student needs in relation to the content, objectives and instructional procedures of the general education curriculum document,

<!--[if !supportLists]--> <!--[endif]-->Select instructional objectives at the appropriate level of difficulty based upon pre-requisite skills and knowledge of the student,

<!--[if !supportLists]--> <!--[endif]-->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:

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->Walkthroughs by the administration will provide feedback which will be used to drive our professional development and improve the school environment.

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->Teachers will attend conferences and be aware of professional development opportunities available outside of the building.

Supervisors receive the following training throughout the year:

<!--[if !supportLists]--> <!--[endif]-->Technology Training

<!--[if !supportLists]--> <!--[endif]-->ICILSO training and informational meetings on varied topics

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

□

- 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.

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.

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->

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.

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by

ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			33,920	True	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
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;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
0
2. Please describe the services you are planning to provide to the STH population.
 Not applicable.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

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 your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q267_102810-120336.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2	District 24	School Number 267	School Name HS Applied Communic
Principal Daniel Korb		Assistant Principal Lisa Levine	
Coach type here		Coach type here	
Teacher/Subject Area Jeanne Reistetter, ESL		Guidance Counselor Marjorie Antoine	
Teacher/Subject Area Frank Greco/ ELA		Parent type here	
Teacher/Subject Area Elaine Billera/ ELA		Parent Coordinator Clara Olaya	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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/Bilingual Certification	0

C. School Demographics

Total Number of Students in School		Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. In September, and throughout the year, immediately following the arrival of students during the school year, parents of first-time entrants into the NYC BOE are given a Home Language Identification Survey (in their native language) and other relevant documents by the school secretary. The secretary then notifies the ESL Specialist and Parent Coordinator, who assist the parent in completing all forms. It is at this time that an informal interview is conducted with the parent either in English or, when necessary, in the native language with a translator. Within 10 days of a student's entrance into the NYC BOE the ESL Specialist reviews the Home Language Survey to determine if the student is eligible for the LAB-R to assess student's English proficiency level. Once the LAB-R has been administered the ESL Specialist hand scores the LAB-R and determines if the student is eligible for ESL services and at what level. All LAB-R grids are submitted periodically to the Assessment Division. Students who are new to the school but not necessarily new to the system are interviewed by the ESL Specialist and according to their admission history are placed in an appropriate class in accordance with their most recent NYSESLAT results.
- 2 & 3. After reviewing the Home Language Survey and determining that the student is eligible to be given the LAB-R and is entitled to services a letter is sent to the parent informing them of the student's entitlement. At this time parents are invited to a parent orientation to view the NYC DOE video (in their native language) and an explanation of programs available for their child. When necessary interpreters are provided. At the orientation meeting parents are given the parent selection form where the programs are again explained and assistance is offered in completing them. At the end of the orientation the parental program selection forms are collected. If a parent does not attend then our Parent Coordinator will notify them and arrange another meeting or send home the appropriate documents. If a form is not returned, the default program for ELL's is Transitional Bilingual Education as per CR Part 154.
4. Presently most students, except for one, are at the intermediate and advanced level according to their NYSESLAT scores and are receiving services in accordance with these scores.
5. Two percent of parents surveyed selected Bilingual Programs and were referred to nearby high schools with bilingual programs. However, 98% preferred to remain at HSAC with the support of ESL services and therefore our ESL program is aligned with parent choice.
6. Yes our program model is aligned with parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1			2
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	1	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	5
SIFE	5	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 12	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 16	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 15	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	43
Total	<input type="checkbox"/> 12	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 16	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 15	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	43

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	14	4	9	36
Chinese										1				1
Russian														0
Bengali													1	1
Urdu										1				1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3			1	4
TOTAL	0	14	14	4	11	43								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1.
 - a. HSAC has a push in Co -Teaching Model as well as a pull-out program.

b. Block/Heterogeneous

2. The ESL Specialist and the AP in charge of programing review the results of the NYSESLAT and program students according to their proficiency levels.

a. Beginners receive 540 mins. per week. Intermediates receive 360 mins per week. : Advanced receive 180 mins per week. In 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. The ninth grade curriculum is specifically designed to strengthen literacy skills through independent reading, read alouds, student and teacher conferencing, personal reflection and daily writing. 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. This is HSAC's second year of using periodic assessment for ELL's. 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 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.

ELL's are encouraged to use native language dictionaries in class

ELL's are encouraged to select Independent Reading material in their native language

3 & 4. 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.

The ESL teacher will meet on a weekly basis with the ELA teachers to identify student needs 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 Plan in order to ensure tha IEP goals and language acquisition needs are effectiviely 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 ELL's 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 academic language comprehensible to all. For those ELL's that need more than 4 years to graduate there are special sessions with the Guidance Counselor and Social Worker in an effort to provide 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.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Targeted intervention programs for ELL's in ELA, Math, and other content areas are as follows: extended day tutorials with content area teachers and the ESL teacher, computer lab sessions to support student research and writing. Saturday Regents review programs with content and ESL teachers. The Inquiry Team has selected the 9th grade ESL students to participate in their study and offer interventions specific to their needs. Title III funds will be allocated to supplement our existing ELL program. Our Title III program will have a cultural, academic and parental focus. It will include a Book Club, cultural excursions, parental education, Multicultural Fair, extra access to computer lab, as well as Saturday Regents Prep.

6. Transitional students are scheduled for one ESL class per week. They are allowed to have lunch at the same time as the ESL teacher, who has an "Open Door Policy", to support any of their learning needs. Also Transitional students are entitled to and receive the extra allotted time for testing.

7. This year we are implementing a parent ESL program. Parent are invited to attend ESL classes at the school. Classes will run for 5 weeks initially and longer if parent interest is there. Parents will be taught by a licensed ESL teacher.

8. None are being discontinued.

9. The push-in model assures that all ESL students are afforded the same standard based curriculum with the additional support of ESL strategies.

10. Materials used to support ELL's are books on tape, charts, classroom libraries as well as multi-lingual books for independent reading and computer software. All 9th and 10th grade ELL's have a computer tech class.

11. Native language support is delivered through the interaction between students who are proficient in both languages and act as peer tutors. Also our Parent Coordinator and school aide often assist students when necessary.

12. Yes. Literature is age appropriate and available at various levels of language proficiency.

13. We have a Freshman orientation.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Teachers will attend various ESL Professional Development offered through the DOE as well as BETAC. HSAC has weekly professional development where the ESL teacher will conduct specific professional development for teacher who need to complete the mandatory 7.5 hours of ESL training. Some of the specific topics to be covered this year are the following:

- Identifying ELL's
- Analysis of ELL Data
- Using Data to differentiate instruction for the ELL population
- Regents Prep for ELL's
- Making Content Accessible for ELL's
- NYSESLAT Prep
- Scaffolding Instruction for ELL's

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. Our student population is small, therefore our social worker is in contact with parents of ELL's on a regular basis. The ESL specialist works closely with the social worker to address specific student needs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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;

- Conducts periodic surveys of parental concerns
- Holds workshops at which parents have the opportunity to become familiar with the schools routine & schedule
- Provides a list of chosen books for parents of students attending the " ELL Book Club", including translated version of the text
- Invites parents to attend "Book Club" luncheon at the end of the year
- Assures that ELL parents are informed and attend upcoming events such as, The Talent Show, Art Exhibition, Multicultural Fair, College Fair, Honor Society

Refers parents to Community Based Organizations for assistance:

- a. Queens Adult Learning Center
- b. Queens Community House
- c. Gilder Lehrman Society (student enrichment)
- d. LaGuardia Community College - Saturday Academy & Teen Academy which parents attend with their children

Liaison between teachers and parents

PTA Newsletter

Arranges translation services when needed

Along with the ESL teacher surveyed and arranged for adult ESL to begin this year

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)										7	6	0	5	18
Advanced (A)										6	8	4	6	24
Total	0	0	0	0	0	0	0	0	0	14	14	4	11	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	0	0
	I										1	1	0	3
	A										4	3	2	1
	P										8	11	2	7
READING/ WRITING	B										1	0	0	0
	I										7	6	0	6
	A										5	8	3	5
	P										0	0	1	0

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		7	
Math <u>Int Alg</u>	15		9	
Math <u>Geom</u>	13		3	
Biology				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Chemistry	3		0	
Earth Science	5		0	
Living Environment	20		4	
Physics				
Global History and Geography	12		5	
US History and Government	11		8	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

4. a. Within 2-3 years most students become proficient in the listening and speaking modalities. Although students show gains with the reading and writing modalities, attaining proficiency usually takes anywhere from 2 - 6 years depending upon the student's literacy in their native language. Overall most students have the most difficulty with the writing modality. Therefore we are planning to do a writing workshop.

6. HSAC uses a variety of assessment tools such as: NYSESLAT, Grade Data, Periodic Assessments, Student work.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School of Applied Communication					
District:	24	DBN:	24Q267	School		342400011267

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.4	89.6	87.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	69	104	108				
Grade 10	110	82	106				
Grade 11	87	85	53				
Grade 12	102	89	91				
Ungraded	0	0	0				
Total	368	360	358				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.1	97.0	97.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.3	73.9	78.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	9	5

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	16	5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	26	35	28
# in Collaborative Team Teaching (CTT) Classes	15	20	29	Superintendent Suspensions	19	7	7
Number all others	38	33	29				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	20	25	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	0
# receiving ESL services only	28	33	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	7	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	38	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	19.0	26.9	0.0
				% more than 5 years teaching anywhere	33.3	30.8	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	62.0	0.0
American Indian or Alaska Native	0.3	0.0	0.0	% core classes taught by "highly qualified" teachers	95.6	93.5	0.0
Black or African American	11.7	10.3	8.9				
Hispanic or Latino	55.4	58.1	60.3				
Asian or Native Hawaiian/Other Pacific	12.0	11.4	11.7				
White	19.8	18.6	19.0				
Male	41.6	41.1	41.9				
Female	58.4	58.9	58.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: -

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				v	v	-	
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				vsh	v	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	-
Student groups making				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	78.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	20.6	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	42.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf