



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HIGH SCHOOL OF APPLIED COMMUNICATION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q267

PRINCIPAL: DANIEL J. KORB **EMAIL:** DKORB@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Daniel Korb	*Principal or Designee	
Linda Acosta	*UFT Chapter Leader or Designee	
Brian Lowy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jamie Santana Mateo Sanunga Samantha Fontanez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John D’Amico	Member/ Parent	
Lisa Levine	Member/ CSA	
Jeanne Reistetter	Member/UFT	
Errol Spykerman	Member/ Parent	
Karin Spykerman	Member/Parent	
Elaine Zarate	Member/ UFT	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- At least 80% of the 2012 cohort will graduate by August, 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- HSAC has had three graduating cohorts since opening in September of 2005. While there was an increase in the graduation rate of the first 2 cohorts from 79% to 81%, the third cohort (2011) dropped to 70%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The principal, assistant principal and guidance counselor will analyze senior records by September, 2011 to create a database identifying each student's needs for graduation.
- A list identifying the needs of all seniors, including ELLs and SWDs, in the 2012 cohort will be distributed to all teachers at October and February professional development sessions.
- Teams of teachers will target and offer guidance to specific at risk students.
- An individualized program will be developed at the start of the school year for at risk students, including ELLs and SWDs, to ensure a timely graduation. This program includes extra classes to help students pass the Regents exams as well as earn the credits they need to graduate.
- In October and February, individualized letters will be distributed to the parents of all seniors detailing progress towards graduation.
- Seniors on track to graduate will be offered the opportunity to take more rigorous Advanced Placement classes, College Now classes, and college classes at Bard High School Early College. In addition to providing students with college experiences, it will also help keep students engaged and active in high school.
- Teams of teachers will meet at the end of every marking period to analyze grade data and identify necessary interventions.
- The administrators will conduct two low inference observations and one full period observation per semester for each teacher.

These observations will provide the framework for individualized professional development goals.

- The principal and assistant principals will develop a credit recovery program with teachers based on student needs starting November 2011 and extending throughout the year.
- Students will be scheduled for extended day classes at Long Island City High School as needed.
- Students will work on teacher-developed modules on Castle Learning to further prepare for Regents Exams.
- Teachers will offer regents review classes in January and June 2012.
- Saturday Academy will be available for all students, including ELLs and SWDs, in the six weeks prior to the June Regents exams.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- The parents of all seniors will receive an individualized letter detailing their child's progress towards graduation. Translations for all correspondence will be offered on an as needed basis.
- Workshops will be provided each month to parents on relevant topics including: graduation requirements, getting into college, financial aid, classroom instruction, and Common Core Standards, etc.
- The school will provide relevant information regarding course curriculum and expectations at events for students and their parents at the start of the school year.
- Parent teacher conferences will be held in the fall and spring semesters. Teachers will share the data collected from classroom instruction, student work and periodic assessments with parents.
- Translators will be hired for parents at parent teacher conferences.
- Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
- The School Messenger system will be used to call parents when students are late for school.
- The school will translate all critical school documents and provide interpretation during meetings and events as needed.
- The school will provide lab progress reports to the parents of all students enrolled in a Regents level science course at least four times a year and add a lab grade to the report card.
- The school will call parents each time their child is absent.

- The school will communicate with parents if their child is at risk of failing.
- The school will offer training and encouragement to all staff teaching a course to post their course outline, homework assignments, and upcoming quizzes and tests on-line.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All teachers at the High School of Applied Communication are highly qualified so all classes are taught by teachers who have the appropriate license. Other than the one teacher who was placed into excess, all other teachers have returned to the school and no new teachers were hired. When a vacancy occurs, candidates will be interviewed at Department of Education hiring fairs and identified on the Open Market hiring system.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The NCR Corporation, in collaboration with PENCIL, works with the entire 12th grade in their Participation in Government and Economics classes. The program will give students the opportunity to learn about real life situations in the economy through authentic and engaging projects.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- NYSSL funds will be used to purchase Castle Learning.
- Title I translation funds to be used to pay for translators at parent teacher conferences.
- Title III funds will be used to pay for Saturday Academy for ESL students in May and June.
- Title I funds will be used to pay for before and after school tutoring and Saturday Academy for all students.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Increase the rate of students passing the Science Regents with the score of 75% or higher by at least 5% by August, 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- As a long term goal, the High School of Applied Communication seeks to increase the number of students who are both college and career ready. At present, the school's lowest Regents passing rate is in the sciences. Of the 273 students who took a science regents, 54 (20%) scored with a grade of 75% or higher. By raising our expectations for all students, we will raise the overall regents passing rate and increase the number of students capable of taking and succeeding in chemistry and other higher level science classes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Science teachers will participate in at least one inter-visitation per term with partner school(s).
- Science teachers will integrate writing and the reading of informational texts to enhance the rigor of instruction by June, 2012.
- Tutoring will be provided by the chemistry teacher for SAT2 test in Chemistry in the first semester.
- Science teachers will participate in a 10 session professional development series provided by A.U.S.S.I.E. focusing on student engagement, Common Core Standards, and Regents success.
- Teachers will develop Regents predictive exams using Castle Learning or Eduware software to be administered 4 times per year. An item analysis of these exams will be used to identify trends, inform instructional decisions, and set goals.
- Saturday Academy will be offered in May and June, 2012 to offer Regents review for all students, including ELLs and SWDs.
- Before, during, and after school tutoring and lab makeup sessions will be available for all students, including ELLs and SWDs.
- Administrators and consultants will deliver professional development on Common Core Writing Standards.

- Science teachers will work with teams of teachers to develop common core units that culminate in a written argument essay and will share these units and work samples with other teachers during Wednesday professional development sessions.
- Teachers will collaboratively develop a common academic vocabulary list related to the argument writing standard and teach students these terms across all disciplines.
- Common planning periods will be scheduled for teams of teachers to develop curriculum and analyze student work.
- Teams of teachers will assess student work using common standards-based rubrics.
- Interdisciplinary inquiry teams will meet each Wednesday afternoon to develop strategies to scaffold learning and analyze subsequent student work.
- Teams of teachers will continue to meet after school to develop assessments and curriculum.
- Administrators will conduct two low inference observations and on full period observation per semester for each science teacher. These observations will provide the framework for individualized professional development goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent teacher conferences will be held in the fall and spring semesters. Teachers will share the data collected from classroom instruction, student work and periodic assessments with parents.
- The school will provide relevant information regarding course curriculum and expectations at events for students and their parents at the start of the school year.
- Translators will be hired for parents at parent teacher conferences.
- Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
- The School Messenger system will be used to call parents when students are late for school.
- The school will translate all critical school documents and provide interpretation during meetings and events as needed.
- The school will provide lab progress reports to the parents of all students enrolled in a Regents level science course at least four times a year and adding a lab grade to the report card.
- The school will communicate with parents each time their child is absent.
- The school will communicate with parents if their child is at risk of failing.
- The school will offer training and encouragement to all staff teaching a course to post their course outline, homework

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Increase the rate of students passing Math Regents with a score of 75 or above by 5% by August, 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a long term goal, the High School of Applied Communication seeks to graduate students who are college and career ready. While 31 of the 63 students in the 2012 cohort have achieved the CUNY benchmark for college readiness with a score of 75 or above on the English regents, only 6 students have achieved that goal in math. For an equal number of students to be able to pass Algebra 2/Trigonometry and be college ready in math, students need to be more successful in Algebra and Geometry. Last year, of the 149 students who took math regents, only 30 (20%) scored with a grade of 75% or higher.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Math teachers will be strategically programmed to allow for teacher collaboration in Algebra and Geometry by September, 2011.
- Math teachers will meet monthly with network support specialists to develop strategies to integrate common core math standards in daily lesson plans.
- During the weekly common planning sessions, math teachers will collaboratively develop a common core math task. The purpose of this comprehensive task is to identify trends and student misconceptions in each math subject area. Teachers will use this compiled data to inform instruction. The task will be implemented by May 2012.
- Teachers will collaboratively develop monthly Regents predictive exams using Castle Learning or Eduware software starting with Integrated Algebra. An item analysis of these exams will be used to identify trends, inform instructional decisions, and set goals.
- Teachers will provide extra help to all students, including ELLs and SWDs, after school and during a Saturday Regents prep program that will run during the six weeks prior to the June Regents.

- Math teachers will integrate elements of argument writing as a way for students to more thoroughly process information, synthesize their learning and demonstrate mastery on content by June 2012.
- Math teachers will participate in 10 session professional development series provided by A.U.S.S.I.E. focusing on student engagement, Common Core Standards, and Regents success.
- Math teachers will use the math academic vocabulary list posted in the common core library on their math word walls. The classroom math word wall will reflect the current unit being taught in the class.
- Math teachers will assess student work using common standards-based rubrics.
- Interdisciplinary inquiry teams will meet each Wednesday afternoon to develop strategies to scaffold learning and analyze subsequent student work.
- Teams of teachers will meet after school to develop assessments and curriculum.
- Administrators will conduct two low inference observations and one full period observation per semester for each math teacher. These observations will provide the framework for individualized professional development goals.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent teacher conferences will be held in the fall and spring semesters. Teachers will share the data collected from classroom instruction, student work and periodic assessments with parents.
- Translators will be hired for parents at parent teacher conferences.
- The school will provide relevant information regarding course curriculum and expectations at events for students and their parents at the start of the school year.
- Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
- The School Messenger system will be used to call parents when students are late.
- The school will translate all critical school documents and provide interpretation during meetings and events as needed.
- The school will call parents each time their child is absent.
- The school will communicate with parents if their child is at risk of failing.
- The school will offer training and encouragement to all staff teaching a course to post their course outline, homework assignments, and upcoming quizzes and tests on-line.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers at the High School of Applied Communication are highly qualified so all classes are taught by teachers who have the appropriate license. Other than the one teacher who was placed into excess, all other teachers have returned to the school and no new teachers were hired. When a vacancy occurs, candidates will be interviewed at Department of Education hiring fairs and identified on the Open Market hiring system.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I and Title III funding to support Saturday Academy and after school tutoring
- Title I parental involvement to pay for translation services
- Title I Professional Development funds will be used to pay for professional development provided by A.U.S.S.I.E.
- Title I Professional Development funds will be used to pay for per session for teachers to develop assessments.
- Title I professional development funds will be used to pay for coverages for teachers to participate in inter-visitations with partner schools.
- Inquiry funds
- NYSTL funds for textbooks

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	113	113	113			3	113	
10		46				4	103	

11		39		38	99	2	99	
12		22		15	65	4	65	

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> All AIS identified students in grade 9 receive an additional 2 scheduled periods of ELA instruction per week. Thirty one identified AIS students enrolled in Ramp-Up to Literacy also receive 2 additional periods of ELA instruction a week.
Mathematics:	<input type="checkbox"/> All AIS identified students in grade 9 receive 1 additional period of mathematics instruction a week. All AIS identified students in grade 10-11 are programmed for a 3 rd and 4 th term of Algebra and/or Geometry as needed to meet Regents requirements. All AIS identified students in grade 12 receive 5 additional periods of mathematics instruction a week.
Science:	<input type="checkbox"/> All AIS identified students in grade 9 receive 1 additional period of Science instruction a week. All students with a level 1 on the 8 th grade state science exam are programmed for the foundations in science class.
Social Studies:	<input type="checkbox"/> All 53 AIS identified students in grades 11 and 12 receive additional tutoring instruction on an as needed basis by the social studies department using the Castle Learning Program.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor sees a varied number of AIS students on an “as needed” basis or through referrals from the faculty.
At-risk Services Provided by the School Psychologist:	<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.

At-risk Services Provided by the Social Worker:	<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.
At-risk Health-related Services:	<input type="checkbox"/> N/A

Parent Involvement Policy (PIP) for the High School of Applied Communication

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teachers Association, and Title I Meetings and welcomed members of our school community and eventually trained volunteers. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children, including specific and effective workshops;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; and

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Our school's Parent Involvement Policy was designed based upon an assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The High School of Applied Communication (HSAC) school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of HSAC. The findings of the evaluation through school surveys and feedback forms will be reported to the school community and used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school and will be available to any parent/guardian who requests to see this information.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association [PTA], as well as parent members of the School Leadership Team [SLT], were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

Policy Statement

Research shows that regardless of income or background, when parents are involved, students are more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, have better social skills, show improved behavior, graduate, and go on to post-secondary education. At HSAC we recognize that:

1. All parents have hopes and goals for their children.
2. Parents differ in their abilities and/or resources to help their children reach those goals.
3. The parent is the central contributor to a child's education.
4. Parent involvement must be seen as a legitimate element of education and deserves equal emphasis with elements such as school improvement and evaluation.
5. Parent involvement is an ongoing process, not a series of events.
6. Parent involvement requires a shared vision, policy, and framework for planning programs and practices that are connected to student learning.
7. Positive strategies are needed to address barriers to parent involvement that are found within school practices, attitudes, and assumptions.
8. Successful parent involvement programs help families guide their children's learning through high school.

9. Families from diverse backgrounds have their own set of norms and experiences that often influence their relationship with schools.
10. Parents are more likely to become involved when:
 - They understand that they should be involved;
 - They feel capable of making a contribution; and
 - They feel invited by the school and their children.

HSAC Parent Involvement Goals

- Achieve positive working relationships between educators and parents;
- Consistently improve communication between school and home;
- Encourage strong family involvement with multiple forms of outreach; and
- Graduate students who are lifelong learners, globally aware, responsible members of the community and are college- and career-ready.

In order to increase PTA Involvement at HSAC, the following will take place:

- HSAC PTA elected representatives will regularly meet with the school administration and the Parent Coordinator to provide input and identify opportunities for parental involvement;
- HSAC PTA elected representatives and the Principal will solicit parent input during PTA meetings and other gatherings where parents are present; and
- HSAC will seek participation from parent volunteers in the planning and execution of events where parents are in attendance or encouraged to attend. This includes, but is not limited to Open House for potential students, Back-To-School Event, First Year Orientation, evening events such as Thanksgiving Dinner and Multi-Cultural Fair, Awards Ceremony, Graduation, and any other meeting where it is mandated that parents attend under the law.

In order to increase parental involvement at HSAC, the following will take place:

- Back-To-School Event (for students, teachers, administrators and parents);
- First Year Orientation;
- Monthly PTA Meetings;
- Evening events such as Thanksgiving Dinner and Multi-Cultural Dinner; and
- In-class support.

In order to increase parent awareness and participation in curriculum and assessment, the following will take place:

- Common Core State Standards curriculum description will be in the Community handbook, in the school website and there will be training at an annual workshop (which will include the parent's role in Core Curriculum State Standards); and
- Detailed course content and class expectations will be provided at First Year Orientation, Back to School Nights and on the school website if and when possible.

In order to increase and encourage parent volunteering, the following will take place:

- Appointment of a volunteer coordinator;
- Parent volunteer surveys – special skills and interests; and
- Recruitment and opportunities through website, newsletters and emails.

To increase and improve parent involvement and school quality, our school will:

- develop a survey, as soon as practical, that will help assess the parents in terms of needs, availability, skill-set and level of comfort (NOTE: this development will require the involvement of parents including the PTA's elected officials and this survey will be utilized at the beginning of every academic year);
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team and-Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops, after consulting with parent members of the School Leadership Team and the Parent Teacher Association Executive Board, based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator (or a dedicated staff person) will also maintain a log of events and activities planned for parents each month and file a report with the central office (this file will be accessible to parents);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations (including the Common Core State Standards, the Regents Examinations and Parent-Teacher Conferences); literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings at the beginning of every semester with flexible times, such as meetings in the morning or evening, to share information about the school's educational program, expectations, graduation requirements, academic and other support services provided by HSAC, the DOE and outside organizations, and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; and
- provide adequate support to the Parent Teacher Association to develop and distribute the HSAC Community Handbook.

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing individualized letters to the parents of all seniors detailing their child's progress towards graduation;
- providing lab progress reports to the parents of all students enrolled in a Regents level science course at least four times a year and adding a lab grade to the report card;
- developing and distributing a school newsletter (translated into native languages as needed) designed to keep parents informed about school activities and student progress;
- maintaining a current distribution list of e-mail addresses for all parents;
- communicating with parents each time their child is absent;
- communicating with parents each time their child is late for school;
- communicating with parents if their child is at risk of failing;
- sharing data collected from classroom instruction, student work, and periodic assessments during parent teacher conferences held in the fall and spring (translators to be hired as needed);
- distributing report cards six times per year in October, December, January, March, May, and June; and
- offering training and encouragement to all staff teaching a course to post their course outline, homework assignments, and upcoming quizzes and tests on-line.

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial, religious, and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act; and
- provide adequate individualized counseling for children and parents who are not passing classes and/or Regents exams.

Support home-school relationships and improve communication by:

- conducting workshops before every parent-teacher conference on effective parent-teacher conferences and parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in preparing for school including completing homework tasks, preparing for quizzes and exams and completing assignments;
- ensure that my child is reading (for a minimum of 15 minutes) and discuss what my child is reading each day;
- set limits to the amount of time my child engages in non-school related media (such as television, Smartphone, computer, or video games);
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports (or other positive physical activity) and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, City Department of Education, and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- prepare for all quizzes and exams;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader C.Amundsen/Selenikas, Dimaggi	District 24	Borough Queens	School Number 267
School Name High School of Applied Communication			

B. Language Allocation Policy Team Composition

Principal Daniel Korb	Assistant Principal Lisa Levine
Coach	Coach
ESL Teacher Jeanne Reistetter	Guidance Counselor Marjorie Antoine
Teacher/Subject Area Elaine Zarate/ English	Parent type here
Teacher/Subject Area type here	Parent Coordinator Clara Olaya
Related Service Provider type here	Other type here
Network Leader	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	18
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	394	Total Number of ELLs	41	ELLs as share of total student population (%)	10.41%
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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. 

1. In September or immediately following the arrival of students during the school year, first-time entrants into the NYC DOE and their parents participate in a screening process to determine whether or not the student is entitled to ESL services. When a new student enters the school, the Pupil Personnel Secretary, Ellen Kowalski, notifies the ESL teacher and Parent Coordinator. Jeanne Reistetter, our licensed ESL teacher, is the pedagogue responsible for conducting the initial screening and administering the Home Language Survey, LAB-R, and Spanish LAB if necessary. Ms. Reistetter, who speaks English, is supported by Clara Olaya, our parent coordinator who is fluent in both English and Spanish. Ms. Reistetter begins with the administration of the Home Language Survey and the informal interview. If the student and/or parent is not comfortable speaking English, the next step is dependent on the native language of the student and parents. Ms. Olaya translates if the native language is Spanish. If the native language is Chinese, Felicia Lan, a licensed math teacher at our school, assists with translation. If another language is spoken, the Translation and Interpretation Unit of the DOE is called to assist. The Home Language Survey is administered in the students' native language.

If it is determined based on the HLS and the interview that the student speaks another language other than English and/or speaks little or no English, Ms. Reistetter then administers the LAB-R in the student's native language (within 10 days of the student's admission date to the NYC DOE). Once the LAB-R has been administered, Ms. Reistetter hand scores the LAB-R and determines if the student is eligible for ESL services and at what level. The Spanish LAB is also administered at this time for students whose home language is Spanish to determine the student's literacy levels. All LAB-R and Spanish LAB 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 teacher and, according to their admission history, are placed in an appropriate class in accordance with their most recent NYSESLAT results.

To ensure that all ESL students take the NYSESLAT exam annually, the ESL coordinator, Jeanne Reistetter, double checks her current ESL list using the RLER, RLAT, and RYOS reports from ATS. She shares her list with the assistant principal in charge of NYSESLAT scheduling, Lisa Levine, who then creates the testing schedule. All proctors are trained in assessment procedures. As students complete each of the four sections of the test, their names are checked off the master list. Ms. Levine coordinates with Ms. Reistetter to schedule make-up days for students who are absent.

2. After the appropriate students are administered the LAB-R and it is determined that the student is entitled to services, our licensed ESL teacher, Jeanne Reistetter, sends a letter to the parents 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 are given an explanation of the three programs available for their child by Ms. Reistetter, with support from Clara Olaya, our parent coordinator. When necessary, Ms. Olaya interprets in Spanish, or Ms. Lan, a bilingual Chinese math teacher interprets in Chinese. If needed the Translation and Interpretation Unit is called for assistance in interpreting. At the orientation meeting parents are given the parent selection form where the programs are further explained and assistance is offered in completing the forms. At the end of the orientation, the parental program selection

forms are collected by Ms. Reistetter. 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 ELLs is Transitional Bilingual Education as per CR Part154. Although parents have chosen Freestanding ESL over the years, Ms. Reistetter will explain to any parent who might choose Transitional Bilingual Education or Dual Language in the future that our school currently offers Freestanding ESL only. Ms. Reistetter keeps the records for program choice in the ESL office. If a Bilingual program needs to open as a result of 20 or more ELL students enrolled in a single grade with the same home language, Ms. Reistetter will call the parents to share this information and coordinate with the programmer, Amy DeMarco, to make the necessary adjustments.

3. Jeanne Reistetter, our licensed ESL teacher, is also the ESL coordinator. She is responsible for mailing out entitlement letters and making sure a copy of all letters mailed are filed in the ESL office, Room 521. She also collects, files, and stores the Parent Surveys and Program Selection forms.

4. Our licensed ESL teacher, Jeanne Reistetter, distributes all placement letters and keeps a copy on file in the ESL office, Room 521. All letters are translated into the student's native language with the support of Ms. Olaya, parent coordinator. The same procedure is followed for continued entitlement letters after the results of the NYSESLAT are available. Ms. Reistetter and the assistant principal who does programming at our school, Amy DeMarco, meet once all students' needs are identified. Students are placed in the correct program based on their needs. The ESL teacher and/or assistant principal meets with the student to make sure that he/she understands the program and parents are contacted. Ms. Olaya translates for Spanish speaking parents as needed, Ms. Lan, Math teacher, translates Chinese, and the Translation and Interpretation Unit is used for all other interpretations as necessary.

5. Our school has just started its 7th year. At this point in our history, all parents have requested Freestanding ESL. So far, we have not had the appropriate number of students to require opening a bilingual program. Ms. Reistetter, our licensed ESL teacher, meets each June with Ms. Levine, the ESL supervisor, to review parent surveys and program selection forms to discuss trends in 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
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% →)										0	0	0	0	0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	8
SIFE	4	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18	2		14	2	2	9	0	6	41
Total	18	2	0	14	2	2	9	0	6	41

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										11	8	8	5	32
Chinese										0	0	0	0	0

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
Russian										0	0	0	0	0
Bengali										1	0	1	0	2
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										1	0	0	0	1
Albanian										0	0	0	0	0
Other										3	3	0	0	6
TOTAL	0	16	11	9	5	41								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. Beginner students receive 540 minutes per week. Intermediate students receive 360 minutes per week. Advanced students receive 180

A. Programming and Scheduling Information

minutes per week. In the ninth grade there is emphasis on listening skills via note-taking and auditory practice. Non-fiction passages and written responses are also emphasized. 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, with a specific focus on non-fiction reading and argument writing.

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. 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 students are also encouraged to use native language dictionaries in class and to select independent reading material in their native language.

3. In our school we do not have a TBE or a Dual Language Program. Content area instruction for ELLs is only delivered through a Freestanding ESL program. ESL services are delivered by a licensed ESL teacher through a push in/pull out model. Instruction is delivered in English through the workshop model which includes an opening, mini-lesson, work period and closing. The ESL teacher pushes into the ELA class four times a week and team teaches with the English teacher. Intermediate students receive an additional discrete ESL class where content area subjects are revisited and specific language skills are taught. All classrooms are equipped with bilingual dictionaries in students' specific native languages, and bilingual literature is available in English classroom libraries. The ESL teachers also use language workbooks at levels based on the students' needs. Students are encouraged to select literature in their native language for independent reading. Students are also encouraged to converse in their native language with one another to offer additional support in making the content comprehensible. The ESL teacher and content teacher have a weekly planning period to collaborate and discuss the individual needs of the ESL students in their class. The ESL teacher provides content area support by:

- Small group instruction
- Scaffolding
- Use of realia
- Visuals
- Modeling
- Mapping
- Graphic organizers
- Reading material in various genres

There is also a focus on test-taking strategies in order to prepare students for the Regents exams.

4. Newly admitted ELL students are given the Home Language Survey in their native language. All ELLs and transitional ELLs have access to translated versions of Regents exams when available or translation glossaries. If an ELL student requires an initial evaluation for Special Education Services or a triennial review, a request is made for a bilingual psychologist and social worker if the student or parent lack English fluency.

5. In our school we do not have a TBE/Dual Language program. Therefore our ESL students receive service through a Freestanding ESL program.

A- SIFE

In order to meet the needs of our SIFE students we have implemented the following programs and strategies:

- Extended day opportunities
- After school tutorials & programs
- Team teaching
- Extended high school
- Recruiting native language tutors
- Content aligned curriculum
- Establishing a buddy system (peers as "buddies")
- ESL teacher mentors SIFE student

A. Programming and Scheduling Information

- Flexibility in curriculum-creating a curriculum for SIFE students based on state standards focusing on essential knowledge and skills

B - Newcomers

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 and are involved in Peer Tutoring during the day.

C- 4-6 years

Students who have been in ESL for 4 – 6 years are evaluated by the ESL teacher by reviewing the NYSESLAT results for that year in all the modalities-Listening, Speaking, Reading and Writing. The ESL teacher compares the results from the previous year to determine where there has been growth and the modalities that need to be targeted to ensure that students are moving positively towards proficiency in English. The ESL and ELA teachers have common planning time 1x per week (48 min) to plan and discuss students' specific educational needs for the upcoming week. The ESL teacher pushes into the ELA class 4x a week (48min period) to meet mandated services and intermediate students have an additional discrete ESL class.

- Emphasis is on non fiction reading
- Use of 5w questions to assess comprehension of academic text
- Book Club – reading for pleasure and social discussion
- Common lunch periods with the ESL teacher for extra support
- Use of Computer Lab for school projects
- Inquiry team reviews the 2010&2011 NYSESLAT scores to determine student growth and progress towards proficiency
- Q-TEL Scaffolds & Specific tasks: modeling, bridging, contextualization, schema building, text representation and metacognition

development

- Students read and write for information and current events using articles and newspapers
- Use of sentence manipulatives, graphic organizers, note taking skills, and peer editing

D - Long term ELLs

Long-term ELL students 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 compiling subject specific glossaries to make difficult academic language comprehensible to all. For those ELLs who 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 programmed into the same ELA class as the ELL students so that they have the support of the ESL teacher when necessary. The ESL teacher has an "Open Door Policy" which allows students to seek help whenever necessary.

6. To ensure that all ELL students with disabilities receive the mandated ESL services, the ESL teacher meets with the assistant principal and special education teachers at the start of the school year to review IEPs and the students' programs. All ELL and SWD students have access to the same content area curriculum as general education students. Teachers support these students through giving directions both orally and in writing, providing scaffolds such as graphic organizers, outlines, and sentence starters, incorporating visuals such as charts, graphics, photographs, and film clips, and by providing different levels of text on the same topic. Language development is further supported through the promotion of small group and class discussion and student presentations. Students are grouped strategically to promote active engagement. The ESL teacher and special education teacher meet on a monthly basis to plan and discuss the needs of the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	The ESL teacher, programmer, and special education teacher when appropriate work together to individualize a program that will meet each student's individual needs so that they are able to learn in the least restrictive environment.
75%	
50%	
25%	
	Dual Language
100%	Page 33
75%	
50%	
25%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs 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 11th 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.

9. Transitional students are programmed into the same English class as current ELL students, so that they can be further supported by the ESL teacher. Many students are scheduled 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 still receive their entitled testing accommodations: bilingual glossaries and/or translated exams, separate location, and extended time (at least 1.5X) These accommodations continue for two years after the student has scored proficient on the NYSESLAT.

10. This year we have scheduled our 9th grade ESL class to have their English classes in the computer lab so that they have easy access to computer resources as needed. All notes are taken on the computer and work is saved in organized files. This integration of technology will allow students various entry points into the curriculum and give them additional opportunities for processing and engagement.

11. No programs are being discontinued.

12. The push-in model ensures that all ESL students are afforded the same standards-based curriculum with the additional support of ESL strategies. ELL students are encouraged to participate in all extra-curricular activities, including PSAL sports, student government, book club, senior activities, peer tutoring, etc. Students also attend cultural trips, Regents prep classes, and have access to all school resources, including the computer lab.

13. Materials used to support ELLs are books on tape, charts, classroom libraries, as well as multi-lingual books for independent reading and computer software. All 9th and 10th grade ELLs have a technology class. All classrooms have bilingual dictionaries in the students' native languages.

14. Freestanding ESL is currently our only program model. 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 other bilingual staff members often assist students and parents when necessary.

15. All services and resources are appropriate to the students' age and levels of language proficiency.

16. All new students are invited to attend freshman orientation before the school year begins. Parents are also invited to meet with staff and tour the school.

17. Spanish language classes are offered to all students including ELLS.

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**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.

1. Because of our school's small size, all teachers work with ELL students in at least one class. Therefore, all teachers are involved in professional development related to the ELL population. Teachers and staff are initially surveyed to determine their needs in terms of ESL professional development. Various professional development workshops are offered outside of the school through the DOE, support network, and BETAC and the assistant principal supervising ESL works to match ESL, content area and special education teachers, assistant principals, guidance counselor, and parent coordinator with workshop that will meet their needs as they become available.

Within the school, professional development is provided primarily through our licensed ESL teacher, Jeanne Reistetter, as well as assistant principal, Lisa Levine. The entire staff participates in weekly 45 minute professional development sessions each Wednesday, and Ms. Reistetter is also programmed for weekly planning sessions with various content area teachers. All other professional development work with teachers, administrative staff, parent coordinator, guidance counselor and related service providers is done through scheduled sessions with Ms. Reistetter during common prep periods or "lunch and learn" sessions. In school professional development for the current year includes:

•September

- o Identifying ELLs – all content and special education teachers, parent coordinator, assistant principals, school secretary
- o Revisiting intake process protocols for new students – ESL teacher, parent coordinator, school secretary, guidance counselor
- o Differentiation and Common Core Standards - ESL teacher, assistant principal, all content and special education teachers

•October

- o Analysis of ELL data – all content and special education teachers, ESL teacher, administration, guidance counselors, related service providers, school psychologist
- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Understanding Your ELL Students – all content area and special education teachers, ESL teacher, assistant principal

•November/ December

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Using data to differentiate instruction – content area and special education teachers, ESL teacher

•January/ February

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher – RIGOR (vocabulary instruction)
- o Regents prep for ELLs – content area and special education teachers, ESL teacher, guidance counselor

•March/ April

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Understanding the components of the NYSESLAT – content area and special education teachers, ESL teacher, guidance counselor

•May/ June

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Analyzing ELL Students with Disabilities: Assessment and Placement – ESL teacher, assistant principals, special education teachers, related service providers

2. The Guidance Department, which includes the guidance counselor, school social worker, and assistant principal, assists all staff members in learning strategies to target some of the transition issues faced by all new students, including ELL students. Some of these

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3. Most teachers have completed the minimum 7.5 hours of ELL training, as per a survey distributed to all teachers. Lisa Levine, the assistant principal of ESL, maintains the records and updates them periodically as teachers complete their required hours. Professional development topics include: Identifying ELL Students, Scaffolding instruction for ESL Students, Analyzing Data, Understanding the Components of the NYSESLAT, etc. Teachers who are deficient in hours will also be encouraged by the assistant principal to attend professional development outside of the school through the DOE, network support team, or other organizations as they become available.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
<p>1. Because of our school's small size, all teachers work with ELL students in at least one class. Therefore, all teachers are involved in professional development related to the ELL population. Various professional development topics are provided through DOE support network and BETAC and the assistant principal staff.</p> <p>100% 75% 50% 25%</p>	<p>work with ELL students in at least one class. Therefore, all teachers are involved in professional development related to the ELL population. Various professional development topics are provided through DOE support network and BETAC and the assistant principal staff.</p>
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Freestanding ESL	
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TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

- o Analysis of ELL data – all content and special education teachers, ESL teacher, administration, guidance counselors, related service providers, school psychologist
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2. The Guidance Department, which includes the guidance counselor, school social worker, and assistant principal, assists all staff members in learning strategies to target some of the transition issues faced by all new students, including ELL students. Some of these issues include organization, time management, study skills, and mental health. They also assist teachers in communicating effectively with parents and students as they progress through this transitional period. The parent coordinator assists with this type of communication if the parent or guardian does not speak English. The guidance department also shares protocols for referring students for support services on an as needed basis.

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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?

1. All parents, including parents of ELLs, are informed of school events through our monthly newsletter, flyers, and phone messages, all of which are translated. Our school website and PTA website are also valuable resources. Parents are encouraged to attend events, such as the Family Thanksgiving Dinner, Multi-Cultural Fair, film screenings, drama performances, talent shows, awards nights, and sports events. ELL classes are offered specifically for parents who need assistance with English. Monthly workshops on a variety of topics, including graduation requirements, college, financial aid, teen issues, etc., are offered for all parents and interpretation is offered as necessary. Our parent coordinator plays a large role in keeping the lines of communication open with ELL parents.

2. Our parent coordinator refers parents to Community Based Organizations for assistance, including:

- a. Queens Adult Learning Center
- b. Queens Community House
- c. LaGuardia Community College - Saturday Academy & Teen Academy which parents attend with their children

3. Parents are surveyed each year to give feedback on their experience and needs. Parents are encouraged to visit the school to meet with members of the administration and parent coordinator. Parents who attend parent events, including PTA meetings and Parent-Teacher conferences, are asked to indicate their language translation needs.

4. Offering parents the opportunity to feel a part of the school community is a priority at HSAC. Our events keep parents informed on topics that are timely and significant to their needs and to the needs of their children. They also give parents a chance to get to know our staff so that they are more comfortable asking questions, sharing concerns, and requesting support.

B. Programming and Scheduling Information--Continued

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11. No programs are being discontinued.

12. The push-in model ensures that all ESL students are afforded the same standards-based curriculum with the additional support of ESL strategies. ELL students are encouraged to participate in all extra-curricular activities, including PSAL sports, student government, book club, senior activities, peer tutoring, etc. Students also attend cultural trips, Regents prep classes, and have access to all school resources, including the computer lab.

13. Materials used to support ELLs are books on tape, charts, classroom libraries, as well as multi-lingual books for independent reading and computer software. All 9th and 10th grade ELLs have a technology class. All classrooms have bilingual dictionaries in the students' native languages.

14. Freestanding ESL is currently our only program model. 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 other bilingual staff members often assist students and parents when necessary.

15. All services and resources are appropriate to the students' age and levels of language proficiency.

16. All new students are invited to attend freshman orientation before the school year begins. Parents are also invited to meet with staff and tour the school.

17. Spanish language classes are offered to all students including ELLS.

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs 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 11th 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.

9. Transitional students are programmed into the same English class as current ELL students, so that they can be further supported by the ESL teacher. Many students are scheduled 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 still receive their entitled testing accommodations: bilingual glossaries and/or translated exams, separate location, and extended time (at least 1.5X) These accommodations continue for two years after the student has scored proficient on the NYSESLAT.

10. This year we have scheduled our 9th grade ESL class to have their English classes in the computer lab so that they have easy access to computer resources as needed. All notes are taken on the computer and work is saved in organized files. This integration of technology will allow students various entry points into the curriculum and give them additional opportunities for processing and engagement.

11. No programs are being discontinued.

12. The push-in model ensures that all ESL students are afforded the same standards-based curriculum with the additional support of ESL strategies. ELL students are encouraged to participate in all extra-curricular activities, including PSAL sports, student government, book club, senior activities, peer tutoring, etc. Students also attend cultural trips, Regents prep classes, and have access to all school resources, including the computer lab.

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14. Freestanding ESL is currently our only program model. 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 other bilingual staff members often assist students and parents when necessary.

15. All services and resources are appropriate to the students' age and levels of language proficiency.

16. All new students are invited to attend freshman orientation before the school year begins. Parents are also invited to meet with staff and tour the school.

17. Spanish language classes are offered to all students including ELLS.

2. According to the data, all students fall into the intermediate or advanced proficiency levels. The numbers of students achieving intermediate and advanced levels are comparable for 9th and 10th graders. Although the numbers appear to be lower for 11th and 12th grade

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.

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.

1. Because of our school's small size, all teachers work with ELL students in at least one class. Therefore, all teachers are involved in professional development related to the ELL population. Teachers and staff are initially surveyed to determine their needs in terms of ESL professional development. Various professional development workshops are offered outside of the school through the DOE, support network, and BETAC and the assistant principal supervising ESL works to match ESL, content area and special education teachers, assistant principals, guidance counselor, and parent coordinator with workshop that will meet their needs as they become available.

Within the school, professional development is provided primarily through our licensed ESL teacher, Jeanne Reistetter, as well as assistant principal, Lisa Levine. The entire staff participates in weekly 45 minute professional development sessions each Wednesday, and Ms. Reistetter is also programmed for weekly planning sessions with various content area teachers. All other professional development work with teachers, administrative staff, parent coordinator, guidance counselor and related service providers is done through scheduled sessions with Ms. Reistetter during common prep periods or "lunch and learn" sessions. In school professional development for the current year includes:

•September

- o Identifying ELLs – all content and special education teachers, parent coordinator, assistant principals, school secretary
- o Revisiting intake process protocols for new students – ESL teacher, parent coordinator, school secretary, guidance counselor
- o Differentiation and Common Core Standards - ESL teacher, assistant principal, all content and special education teachers

•October

- o Analysis of ELL data – all content and special education teachers, ESL teacher, administration, guidance counselors, related service providers, school psychologist
- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Understanding Your ELL Students – all content area and special education teachers, ESL teacher, assistant principal

•November/ December

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Using data to differentiate instruction – content area and special education teachers, ESL teacher

•January/ February

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher – RIGOR (vocabulary instruction)
- o Regents prep for ELLs – content area and special education teachers, ESL teacher, guidance counselor

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- o Regents prep for ELLs – content area and special education teachers, ESL teacher, guidance counselor

•March/ April

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Understanding the components of the NYSESLAT – content area and special education teachers, ESL teacher, guidance counselor

•May/ June

- o Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- o Analyzing ELL Students with Disabilities: Assessment and Placement – ESL teacher, assistant principals, special education teachers, related service providers

2. The Guidance Department, which includes the guidance counselor, school social worker, and assistant principal, assists all staff members in learning strategies to target some of the transition issues faced by all new students, including ELL students. Some of these issues include organization, time management, study skills, and mental health. They also assist teachers in communicating effectively with parents and students as they progress through this transitional period. The parent coordinator assists with this type of communication if the parent or guardian does not speak English. The guidance department also shares protocols for referring students for support services on an as needed basis.

3. Most teachers have completed the minimum 7.5 hours of ELL training, as per a survey distributed to all teachers. Lisa Levine, the assistant principal of ESL, maintains the records and updates them periodically as teachers complete their required hours. Professional development topics include: Identifying ELL Students, Scaffolding instruction for ESL Students, Analyzing Data, Understanding the Components of the NYSESLAT, etc. Teachers who are deficient in hours will also be encouraged by the assistant principal to attend professional development outside of the school through the DOE, network support team, or other organizations as they become available.

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- o Understanding Your ELL Students – all content area and special education teachers, ESL teacher, assistant principal

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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?

1. All parents, including parents of ELLs, are informed of school events through our monthly newsletter, flyers, and phone messages, all of which are translated. Our school website and PTA website are also valuable resources. Parents are encouraged to attend events, such as the Family Thanksgiving Dinner, Multi-Cultural Fair, film screenings, drama performances, talent shows, awards nights, and sports events. ELL classes are offered specifically for parents who need assistance with English. Monthly workshops on a variety of topics, including graduation requirements, college, financial aid, teen issues, etc., are offered for all parents and interpretation is offered as necessary. Our parent coordinator plays a large role in keeping the lines of communication open with ELL parents.

2. Our parent coordinator refers parents to Community Based Organizations for assistance, including:

- a. Queens Adult Learning Center
- b. Queens Community House
- c. LaGuardia Community College - Saturday Academy & Teen Academy which parents attend with their children

3. Parents are surveyed each year to give feedback on their experience and needs. Parents are encouraged to visit the school to meet with members of the administration and parent coordinator. Parents who attend parent events, including PTA meetings and Parent-Teacher conferences, are asked to indicate their language translation needs.

4. Offering parents the opportunity to feel a part of the school community is a priority at HSAC. Our events keep parents informed on topics that are timely and significant to their needs and to the needs of their children. They also give parents a chance to get to know our staff so that they are more comfortable asking questions, sharing concerns, and requesting support.

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)										0	0	0	0	0
Intermediate(I)										4	4	2	3	13
Advanced (A)										7	5	3	3	18
Total	0	0	0	0	0	0	0	0	0	11	9	5	6	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B										0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7	0	3	0
Integrated Algebra	24	1	9	1
Geometry	15	0	2	0
Algebra 2/Trigonometry	2	0	0	0
Math	0			
Biology	0			
Chemistry	0			
Earth Science	17	0	2	0
Living Environment	21	3	4	0
Physics	0			
Global History and Geography	17	2	6	0
US History and Government	3	0	0	0
Foreign Language	0			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. N/A

2. According to the data, all students fall into the intermediate or advanced proficiency levels. The numbers of students achieving intermediate and advanced levels are comparable for 9th and 10th graders. Although the numbers are not as high for 11th and 12th graders,

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.

Part VI: LAP Assurances

School Name: HS of Applied Communication		School DBN: 24Q267	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Korb	Principal		10/25/11
Lisa Levine	Assistant Principal		10/24/11
Clara Olaya	Parent Coordinator		10/24/11
Jeanne Reistetter	ESL Teacher		10/24/11
Margarita Ramirez	Parent		10/24/11
Elaine Zarate	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Marjorie Antoine	Guidance Counselor		10/25/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q267** School Name: **HS of Applied Communication**

Cluster: **2** Network: **2.02**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- We review the Home Language Report (RHLLA) on ATS.
- We survey the parents who attend our P.T.A. meetings and parent workshops to determine which languages are needed for translation services at these meetings and all Open School events.
- We ask teachers to indicate which parents they have attempted to contact who were unable to communicate comfortably in English.

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 and Spanish.
- Written and oral translation and interpretation is mostly needed for Spanish, Polish, Chinese, Urdu, and Bengali parents. The parent coordinator shared these findings with school staff, including administrators, secretaries, and faculty.

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.

Our parent coordinator will translate all communication to Spanish-speaking parents. Additional translations will be obtained through the Translation and Interpretation Unit of the New York City Department of Education. The parent coordinator will work with school staff, including the administration, guidance counselor, and social worker, to ensure the timely provision of translated documents to parents.

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 and Chinese will serve as interpreters during meetings or conferences. Students who speak the needed languages also assist in interpreting directions or information.
- In cases where additional 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 2011, 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: HS of Applied Communication	DBN: 24Q267
Cluster Leader: Charles Amundsen	Network Leader: N. Dimaggio/ V. Selenikas
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school ●After school ✱Saturday academy ✱Other: extra period of English
Total # of ELLs to be served: 41 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 7

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The High School of Applied Communication (HSAC) has a population of 394 students, 41 of whom are English Language Learners. Including Special Education, there are 16 freshmen, 11 sophomores, 9 juniors, and 5 seniors. The majority of our ELL students 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 Farsi Bangla, Nepali, Hindi and Urdu.

The ESL instructional design implemented at HSAC is predominantly 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 and beginners 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 work 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 9th grade English class with a majority of ELL and former ELL students will participate in this 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,

Part B: Direct Instruction Supplemental Program Information

refining interviewing techniques, and developing the ability to conceive, critique, and execute a short documentary. They will present their documentary for parents and students at a film screening.

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 in the spring. 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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

All teachers at our school teach ELL and transitional ELL students, so professional development sessions will be held for all teachers throughout the year. These sessions will be conducted by our licensed ESL teacher and will mostly take place during our regularly scheduled weekly professional development time on Wednesday afternoons. Some of the large group topics planned include:

- Identifying ELLs
- Scaffolding Instruction for ELLs
- Interpreting NYSESLAT data
- Using data to determine the individual needs of ELL students

A licensed ESL teacher will also work individually with teachers during programmed weekly common planning sessions, which are 48 minutes each, on differentiating instruction for ELLs. Additionally, the ESL teacher will participate on an Inquiry team focused on ELL students that will meet weekly.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

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 Madeline Butler-Manning, a licensed F-status ESL teacher. Four three-hour sessions will be offered that focus on speaking, listening, reading, and writing. Parents will be notified of these events through our monthly newsletter and also through flyers which will be translated into the appropriate languages and mailed home. Additionally, our parent coordinator will make phone calls to increase interest and answer questions.

Multi-Cultural Fair: Under the supervision of Jeanne Reistetter, the ESL Coordinator, all ESL students will have the opportunity to plan a schoolwide Multi-Cultural Fair in the spring. 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. Parents will be notified of these events through our monthly newsletter and also through flyers which will be translated into the appropriate languages and mailed home. Additionally, our parent coordinator will make phone calls to increase interest and answer questions.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		