



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL OF APPLIED COMMUNICATION

DBN 24Q267

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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	On file
Linda Acosta	*UFT Chapter Leader or Designee	On file
Maricel Cantos	*PA/PTA President or Designated Co-President	On file
Mateo Sanunga	Student Representative	On file
Vacancy	Student Representative	On file
Vacancy	Student Representative	On file
Lisa Levine	Member/ CSA	On file
Mayra Orellana	Member/ Parent	On file
Jeanne Reistetter	Member/UFT	On file
Errol Spykerman	Member/ Parent	On file
Karin Spykerman	Member/Parent	On file
Mirtha Velasquez	Member/ Parent	On file
Elaine Zarate	Member/ UFT	On file

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- At least 80% of the 2013 cohort will graduate by August, 2013.
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Comprehensive needs assessment

- ***HSAC has had four 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%. Last year, while we raised the rate to 76%, we did not achieve our 80% graduation rate; we therefore need to continue our focus on the graduation rate.***

Instructional strategies/activities

- The principal, assistant principal and guidance counselor will analyze senior records by September, 2012, 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 2013 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 and College Now classes. In addition to providing students with college experiences, participation in these programs 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.
- 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 blended learning program with teachers based on student needs starting in the second semester and extending throughout the remainder of the year.
- 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.
- Saturday Academy will be available for all students, including ELLs and SWDs, in the seven weeks prior to the June Regents exams.

Strategies to increase parental involvement

- 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, 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 professional development to all staff teaching a course to post their course outline, homework assignments, and upcoming quizzes and tests on-line.
- The school will provide professional development on utilizing g-mail accounts as a tool for communicating regularly with parents and students.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Title I funds will cover after school tutoring

Title III for ESL Saturday Academy

Tax Levy for Apex Learning blended learning.

Title I Parent outreach to fund evening parent workshops.

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.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To increase the rate of students passing the Science Regents with the score of 75% or higher by at least 5% by August, 2013
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Comprehensive needs assessment

- 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 continues to be in the sciences. In 2011, 54 students (20%) scored with a grade of 75% or higher. Last year 53 students (25%) achieved this benchmark. While there has been growth, scores are still lagging, which is why success in science still needs to be a primary focus.
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Instructional strategies/activities.

- A Foundations of Science class will be offered for 9th grade students who scored below level on 8th grade ELA and Science assessments.
- Science teachers will participate in at least one inter-visitation per term and at least one professional development session with partner schools by November, 2012.
- Science teachers will integrate writing and the reading of informational texts to enhance the rigor of instruction by January, 2013.
- 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 3 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 starting in the end of April, 2013 to offer Regents review classes 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.

- A second licensed Living Environment teacher will be hired by September, 2012 to build greater capacity in that area.
- Common planning periods will be scheduled for Living Environment teachers to collaborate on curriculum and assessments, as well as to analyze resulting student work.
- Interdisciplinary inquiry teams will meet each Wednesday afternoon to develop strategies to scaffold learning and analyze subsequent student work.
 - 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

- 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 assignments, and upcoming quizzes and tests on-line.
- The school will provide professional development on utilizing g-mail accounts as a tool for communicating regularly with parents and students.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Title I for after school tutoring
Title III for ESL Saturday Academy
NYSSL for Castle Learning regents prep software.

ANNUAL GOAL #3 AND ACTION PLAN**Annual Goal #3**

To increase the rate of students passing Math Regents with a score of 80% or above by 5% by August, 2013

Comprehensive needs assessment

As a long term goal, the High School of Applied Communication seeks to graduate students who are college and career ready. Last year's goal of raising the percentage (5%) of students who achieved a grade of at least 75% was met. In 2011, 30 students (20%) reached this benchmark; in 2012, 70 students (30%) reached this benchmark. However, last year only 41 students (17.3%) achieved a score of 80%. Increasing this rate will result in students being better prepared to take higher level high school math classes, as well as more students being considered college and career ready.

Instructional strategies/activities

- The math department will form a separate Inquiry Team to meet each Wednesday afternoon starting in October, 2012 to target at risk students, identify trends, and develop strategies for incorporating Common Core Standards.
- 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 seven 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 of content by November, 2012.
- Math teachers will participate in a 10 session professional development series provided by A.U.S.S.I.E. to develop tasks based on the Common Core math standards.
- 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.
- 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

- 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.
- The school will provide professional development on utilizing g-mail accounts as a tool for communicating regularly with parents and students.

Budget and resources alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Title I for after school tutoring
Title III for ESL Saturday Academy
NYSSL for Castle Learning regents prep software.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<input type="checkbox"/> All AIS identified students in grade 9 receive an additional period of ELA instruction per week. 20 identified AIS students enrolled in Ramp-Up to Literacy also receive 2 additional periods of ELA instruction a week.	Whole class	During the day
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 are programmed for a 3 rd and 4 th term of Algebra as needed to meet Regents requirements. All AIS identified students in grade 11 and 12 receive 5 additional periods of mathematics instruction a week.	Whole class	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.
- The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.
- The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.
- The school maintains a professional library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

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.

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 plan additional workshops and/ or community-building events on PTA nights to encourage more families to attend PTA meetings.

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

- At least one workshop on Common Core Standards will be presented to parents in the beginning of the year to explain what the standards entail, how the standards impact the delivery of instruction, and what parents could do to reinforce standards based instruction at home. This workshop will be followed with presentations from teachers and students throughout the course of the year; and
- Course descriptions and class expectations will be provided on the school website.

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

- Parent volunteer surveys – special skills and interests; and
- Recruitment and opportunities through the school website, newsletters, and emails.

To increase and improve parent involvement, 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;
- 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 work to ensure that our school environment is welcoming and inviting to all parents and will assist with the planning and advertising of events and activities involving parents;
- conduct parent workshops with topics that may include: understanding academic expectations, financial aid, applying to college, PSATs, SATs, and ACTS, using technology, etc;
- 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) and how they could be involved in the program;

- 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; and
- translate all critical school documents and provide interpretation during meetings and events as needed.

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

- hosting community-building family events/activities throughout the school year, such as the Thanksgiving Dinner and Multi-Cultural Fair;
- inviting parents and families to events that recognize student achievement and creativity throughout the school year, such as Awards Nights, the National Honor Society Induction Ceremony, and drama performances;
- hosting events that give parents additional information and insight on the academic curriculum, such as student work presentations and/or book clubs for students, parents, and staff;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- offering selected workshops or meetings in Spanish to help our many parents who only speak this language to feel more comfortable;
- maintaining a school website where parents can get information on important dates, course offerings, special events, staff information, etc.;
- 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:

- 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;
- 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;
- 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 promptly 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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, 2012, 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: H.S. of Applied Communication	DBN: 24Q267
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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):	
<input type="checkbox"/> Before school	<input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Extra class during the day
Total # of ELLs to be served: 48	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 8	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 6	

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 431 students, 48 of whom are English Language Learners. Including Special Education students, there are 14 freshmen, 17 sophomores, 9 juniors, and 8 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 intermediate 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, Arabic, Polish, Tibetan, Kurdish, and Urdu.

The ESL instructional design implemented at HSAC includes a “push-in” model delivered by a certified ESL teacher and the content teacher, as well as three discreet ESL classes taught by a certified ESL teacher. These discreet ESL classes are primarily geared towards our intermediate students who require additional support. Instructional strategies include basic scaffolding approaches, as well as reading 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, with particular stress on writing, as many students are weaker in this modality based on NYSESLAT data.

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

1. NYC Awareness Program: This program will be facilitated in English by a licensed ESL teacher and will be scheduled for approximately one hour per week for 7 weeks starting the first week of March and culminating in a three hour Circle Line tour around New York City at the end of April. The program will be open to all 48 ESL students and they will have a choice of attending a before school session (7:45-8:30) or an after school session (2:40 - 3:25). The program’s main objective will be for the students to achieve proficiency in all modalities of English, including listening, speaking, reading and writing. Aligning with expectations of the Common Core Standards, students will read, discuss, and write about non-fiction articles and other texts related to New York City. 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 six 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 sessions will be offered in a variety of subject areas from 9:00 a.m. to 12:00 p.m. starting on April 27, 2012 and running every Saturday through June 8, 2012 (with the exclusion of May 25, 2012). Classes will be

Part B: Direct Instruction Supplemental Program Information

limited to 23 students per class.

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 beginning on December 4, 2012 and ending on May 14, 2012. As participants, all 27 students in the class will receive one extra period of English per week on Tuesdays and will be joined by a licensed ESL teacher during this time. Through this program, students will strengthen their verbal, listening, reading, and writing skills by participating in weekly video production workshops centered on building videography/editing skills, refining interviewing techniques, and developing the ability to conceive, critique, and execute a short 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 March. 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, computer classes will be held for a maximum of 20 parents by a licensed ESL teacher, with support from our technology teacher. Six 90 minute sessions will be offered that focus on basic Microsoft applications, as well as navigating web-based resources for parents.

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 take place mostly during our regularly scheduled weekly professional development time on Wednesday afternoons, as well as through smaller group sessions. 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 that will include a focus on struggling ELL

Part C: Professional Development

students.

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
- 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, computer classes for ESL parents will be held for a maximum of 20 parents by Jeanne Reistetter, a licensed ESL teacher, with support from Dino Riese, our technology teacher. Six 90 minute sessions will be offered that focus on basic Microsoft applications, as well as navigating web-based resources for parents.. 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	\$8458.05	145 hours of per session for ESL and general ed. teachers to support ELL students: 150 hours x \$49.89 =

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.
<ul style="list-style-type: none"> Per diem 		\$7483.50 24 hours of per session for ESL supervisor to support ESL students x \$51 = \$1224.00
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1841.95	Magic Box Productions residency program - partial funding
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$300.00	General supplies for ESL Parent classes and Multi-Cultural Fair
Educational Software (Object Code 199)		
Travel		
Other	\$600.00	Circle Line admissions
TOTAL	\$11200.00	