



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HIGH SCHOOL OF APPLIED COMMUNICATION

**DBN (i.e. 01M001):** 24Q267

**Principal:** DANIEL KORB

**Principal Email:** [DKORB@SCHOOLS.NYC.GOV](mailto:DKORB@SCHOOLS.NYC.GOV)

**Superintendent:** JUAN MENDEZ

**Network Leader:** NANCY DIMAGGIO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Daniel Korb	*Principal or Designee	
Linda Acosta (chairperson)	*UFT Chapter Leader or Designee	
Maricel Cantos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lisbeth Peralta Myles Drew John Steed	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mayra Orellana	Member/ Parent	
Cecilia Heras	Member/ Parent	
Karin Spykerman	Member/ Parent	
Errol Spykerman	Member/ Parent	
Lisa Levine	Member/ Staff	
Jeanne Reistetter	Member/ Staff	
Elaine Zarate	Member/ Staff	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August, 2014, 70% of students identified as the lowest third of our school will earn at least 10 credits per academic school year.

### **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.

On our current Progress Report, 61% of the 99 students identified as the lowest third in our school earned at least 10 credits during the 2012-2013 school year. This represents a decrease of 7 percentage points from the previous school year when 68% of these students earned at least 10 credits.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. A list identifying students not earning the appropriate credits per year, including ELLs and SWDs, will be distributed to all teachers at the December faculty meeting for analysis.
2. Teams of teachers will target and offer guidance to specific at risk students.
3. Collaboratively developed intervention logs will be collected and analyzed each marking period to determine additional needs.
4. A blended learning program will be developed starting in September, 2013 for students who need to make up lost credits. This program will start with students from the 2014 cohort and will expand to other at risk students in the spring semester.
5. In February and June, individualized letters will be distributed to the parents of all targeted students detailing credit accumulation.
6. Administrators will conduct a minimum of four observations throughout the year. These observations will provide the framework for individualized professional development goals.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, assistant principals, guidance counselor, teachers
2. Teacher teams and guidance department
3. Teachers, guidance department, administrators
4. Principal, assistant principals, participating subject area teachers, blended learning teacher
5. Guidance department, parent coordinator
6. Principal, assistant principal, individual teachers

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Student list is distributed, teachers target at risk students for intervention as recorded on intervention logs
2. Teachers target at risk students for intervention as recorded in intervention logs
3. All logs collected by assistant principal each marking period when grades are submitted, logs analyzed to determine patterns and shared with staff
4. Principal, guidance department, and blended learning teacher will meet each marking period to review student progress and plan interventions
5. Letters sent home in February and June, improvement noted between February and June
6. Next steps identified after each observation through discussion with teacher, professional development plan updated

#### **D. Timeline for implementation and completion including start and end dates**

1. Analysis will begin at December meeting, updates will be distributed each marking period
2. From December through June one time per marking period
3. From October through June once per marking period
4. September 9, 2013 through June 26, 2014
5. February and June
6. Beginning in September and ending the first week of May, 24 teachers will be observed a minimum of either four or six times depending on their MOTP choice. Each

observation will include, at minimum, a post observation conference for reflection, goal setting, and assessment. Teachers will also engage in start of the year and end of the year conferences for reflection, goal setting, and assessment.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 24 teachers x 1 session - December meeting
2. Shortened schedule for students on Wednesdays so teachers can meet for one 40 minute session each week. Per session for extra time needed 1 hour per week for 18 teachers
3. Intervention log templates provided to all 24 teachers – opening professional development day – September 3, 2013
4. Blended learning teacher assigned one period per day, 5 days per week for entire school year to work with 20 students in computer lab. Per session for participating subject teachers to monitor and assess student work either before or after school - one hour per week for entire school year
5. Monthly guidance department meetings to collect data, collaboration with parent coordinator to distribute letters
6. Talent coach training for participating administrators on October 15, 2013 and January 6, 2014, summer professional development on Advance for participating administrators on July 18, 2013

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. 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.
2. 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.
3. Translators will be hired for parents at parent teacher conferences.
4. Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
5. The School Messenger system will be used to call parents when students are late for school.
6. The school will translate all critical school documents and provide interpretation during meetings and events as needed.
7. The school will communicate with parents each time their child is absent.
8. The school will communicate with parents if their child is at risk of failing.
9. All teachers will be required to post course descriptions and class contracts on the school website.
10. Parents will be informed of opportunities for extra help via the school website and newsletter.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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.

By August, 2014, 55% of the students who take the English Regents will receive a grade of 75% or higher.

**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.

Last year, 47% of the 106 students who took the English Regents received a grade of 75% or higher. This is a decrease of 6 percentage points from the year before when 53% percent of the 90 students who took the exam reached that goal.

## ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **1. Strategies/activities that encompass the needs of identified subgroups**

1. All content area teachers will align instruction with Common Core standards, including the integration of writing, reading of informational texts, and vocabulary, in order to enhance the rigor of instruction starting in September, 2013.
2. Additional professional development for 11<sup>th</sup> grade ELA teacher focused on reading, writing, and test taking strategies
3. A baseline assessment will be administered and analyzed in October, 2013 by English and content area teachers.
4. General education teachers will meet regularly with special education and ESL teachers to analyze individual student needs and plan for instruction accordingly.
5. Saturday Academy will be offered starting in the end of April, 2014 to offer Regents review classes for all students, including ELLs and SWDs.
6. An interdisciplinary inquiry team will meet each Wednesday afternoon to develop strategies to scaffold learning and analyze subsequent student work.
7. Administrators will conduct a minimum of four observations throughout the year. These observations will provide the framework for individualized professional development goals.
8. Teachers will provide extra help to all students, including ELLs and SWDs, after school prior to January and June Regents
9. All 11<sup>th</sup> grade students will take the NYS Regents Exam, as well as the new Common Core exam in June to provide an additional opportunity to earn a 75% or higher.
10. Students who do not earn a 75% or higher on the June Regents exam will be expected to re-take the exam in August.

### **2. Key personnel and other resources used to implement each strategy/activity**

1. All content area teachers, including ELA teachers, with support of administrators
2. 11<sup>th</sup> grade ELA teacher and assistant principal
3. Administrators and testing coordinator, 11<sup>th</sup> grade Inquiry team members
4. English teachers, ESL, and Special Education Teachers
5. Assistant principal, participating ELA and ESL teachers
6. 11<sup>th</sup> grade Inquiry Team members
7. Principal, assistant principal, individual teachers
8. 11<sup>th</sup> grade ELA teacher
9. Administrators, testing coordinator, 11<sup>th</sup> grade ELA teacher
10. Administrators, testing coordinator

### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Updated curriculum maps submitted twice a semester reflecting integration of Common Core Standards, common core tasks included at least every marking period to assess progress
2. Integration of strategies to increase student performance as observed during weekly informal classroom observations, progress on formative and summative Regents-aligned classroom assessments
3. Performance assessment administered to all students in October, 2013, data analyzed in Inquiry Teams during subsequent Wednesday afternoon Inquiry Team meetings
4. Scaffolded instruction developed during common planning reflected in lesson plans
5. Saturday Academy attendance analyzed weekly by administrators, at risk students targeted for participation
6. Weekly Inquiry Team meetings, weekly goals set collaboratively, minutes submitted to assistant principal
7. Next steps identified after each observation through discussion with teacher, professional development plan updated
8. Weekly attendance analyzed by 11<sup>th</sup> grade ELA teacher, at risk students targeted for participation
9. Results analyzed by administrators, guidance department, and 11<sup>th</sup> grade ELA teacher to determine strengths and weaknesses for both exams
10. Students to be informed of test results and summer testing schedule

### **4. Timeline for implementation and completion including start and end dates**

1. Updated curriculum maps submitted October 31, 2013, January 3, 2014, February 28, 2014, and April 25, 2014 reflecting integration of Common Core Standards, common core tasks included at least every marking period to assess progress
2. Network professional development October 29, 2013, December 10, 2013, February 11, 2014, April 8, 2014, meetings with assistant principal during prep period one time per week starting December 16-2013 through remainder of school year
3. Baseline administered first week of October, 2013. Teacher team meets during Professional Development Day November 5<sup>th</sup> to begin analysis and continues analysis during subsequent Wednesday Inquiry Team meeting November 6, 2013.
4. Scheduled 48 minute weekly common planning meetings starting September 9, 2013 and ending June 13, 2014 with additional meetings as needed
5. Saturdays from 9:00 to 12:00 starting April 26<sup>th</sup> and ending on June 14<sup>th</sup>, analysis of attendance at weekly cabinet meetings
6. Shortened schedule for students on Wednesdays so teachers can meet for a 40 minute session each week.
7. Beginning in September and ending the first week of May, teachers will be observed a minimum of either four or six times depending on their MOTP choice. Each observation will include, at minimum, a post observation conference for reflection, goal setting, and assessment. Teachers will also engage in start of the year and end of the year conferences for reflection, goal setting, and assessment.
8. One hour session per week for 5 weeks prior to the January Regents and June Regents
9. June exams – June 3, 2014 for Common Core Exam and June 19, 2013 for Comprehensive English exam
10. August exams – August 13, 2014 for Comprehensive English exam and August 14, 2014 for Common Core exam

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 90 minute professional development session by content area leaders during Election Day PD – November 5, 2013, ongoing support during weekly Wednesday pd sessions
2. Classes covered for ELA teacher for four afternoons to attend network training, meetings during 48 minute prep period 1x per week
3. Schedule changed to accommodate test administration, time given to 11<sup>th</sup> Grade Inquiry Team members (4 teachers) during Election Day Professional development and Wednesday Inquiry team meeting
4. 48 minutes sessions during C6 period 1x per week from September through June for 15 teachers
5. Per session for 2 participating teachers and one assistant principal 3 hours per week for 6 weeks
6. Shortened schedule for students on Wednesdays so teachers can meet for one 40 minute session each week.
7. Talent coach training for 2 participating administrators on October 15, 2013 and January 6, 2014, summer professional development on Advance for participating administrators on July 18, 2013
8. Per session for one teacher one hour per week for five weeks prior to January Regents and five weeks prior to June Regents
9. Administrators and test coordinator to program exams, per session for one teacher for 15 hours
10. Administrators and test coordinator to program exams, per session for one teacher for 5 hours

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents will be made aware of this goal through mailings, as well as postings on the school website.
2. 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.
3. 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.
4. Translators will be hired for parents at parent teacher conferences.
5. Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
6. The School Messenger system will be used to call parents when students are late for school.
7. The school will translate all critical school documents and provide interpretation during meetings and events as needed.
8. The school will communicate with parents each time their child is absent.
9. The school will communicate with parents if their child is at risk of failing.
10. All teachers will be required to post course descriptions and class contracts on the school website.
11. Parents will be informed of opportunities for extra help via the school website and newsletter.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>x</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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.
By August, 2014, 53% off the students who take the U.S. History Regents will attain a grade of 75% or higher.

**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.
Last year, 41% of the students who took the U.S. History Regents received a grade of 75% or higher, but the year before 51% of the students who took the exam received that grade. This represents a decline of 10 percentage points.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>All content area teachers will align instruction with Common Core standards, including the integration of writing, reading of informational texts, and vocabulary, in order to enhance the rigor of instruction starting in September, 2013.</li> <li>Regents predictive exams using Castle Learning or Eduware software will be administered two times per semester.</li> <li>Teachers will provide extra help to all students, including ELLs and SWDs, after school prior to January and June Regents</li> <li>A Saturday Regents prep program will run during the six weeks prior to the June Regents.</li> <li>General education teachers will meet regularly with special education to analyze individual student needs and plan for instruction accordingly.</li> <li>Administrators will conduct a minimum of four observations throughout the year. These observations will provide the framework for individualized professional development goals.</li> <li>Students who do not earn a 75% or higher on the June Regents exam will be expected to re-take the exam in August.</li> </ol>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>All content area teachers, including U.S. History teacher, with support of administrators</li> <li>U.S. History teacher, Special Education teacher</li> <li>U.S. History teacher</li> <li>U.S. History and ESL teachers</li> <li>U.S. History and special education teachers</li> <li>Principal, assistant principal, individual teachers</li> <li>Administrators, testing coordinator, U.S. History teacher</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Updated curriculum maps submitted twice a semester reflecting integration of Common Core Standards, common core tasks included at least every marking period to assess progress</li> <li>An item analysis of these exams will be used to identify trends, inform instructional decisions, and set goals</li> </ol>

3. Weekly attendance analyzed by U.S. History teacher, at risk students targeted for participation
4. Saturday Academy will be offered starting in the end of April, 2014 to offer Regents review classes for all students, including ELLs and SWDs.
5. Scaffolded instruction developed during common planning reflected in lesson plans
6. Next steps identified after each observation through discussion with teacher, professional development plan updated
7. Students to be informed of test results and summer testing schedule

**4. Timeline for implementation and completion including start and end dates**

1. Updated curriculum maps submitted October 31, 2013, January 3, 2014, February 28, 2014, and April 25, 2014 reflecting integration of Common Core Standards, common core tasks included at least every marking period to assess progress
2. Twice a semester starting in October
3. One hour session per week for 5 weeks prior to the January Regents and June Regents
4. Saturdays from 9:00 to 12:00 starting April 26<sup>th</sup> and ending on June 14<sup>th</sup>, analysis of attendance at weekly cabinet meetings
5. Scheduled weekly common planning meetings and additional meetings as needed
6. Beginning in September and ending the first week of May, teachers will be observed a minimum of either four or six times depending on their MOTP choice. Each observation will include, at minimum, a post observation conference for reflection, goal setting, and assessment. Teachers will also engage in start of the year and end of the year conferences for reflection, goal setting, and assessment
7. August exams (as scheduled by the NYS Education Department)

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 90 minute professional development session by content area leaders during Election Day PD – November 5, 2013, ongoing support during weekly Wednesday pd sessions
2. Purchase of Castle Learning and Eduware software
3. Per session for one teacher one hour per week for five weeks prior to January Regents and five weeks prior to June Regents
4. Per session for 2 participating teachers and one assistant principal 3 hours per week for 6 weeks
5. Scheduled 48 minute weekly common planning meetings starting September 9, 2013 and ending June 13, 2014 with additional meetings as needed
6. Talent coach training for 2 participating administrators on October 15, 2013 and January 6, 2014, summer professional development on Advance for participating administrators on July 18, 2013
7. Administrators and test coordinator to program exams, per session for one teacher for 5 hours

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents will be made aware of this goal through mailings, as well as postings on the school website.
2. 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.
3. 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.
4. Translators will be hired for parents at parent teacher conferences.
5. Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
6. The School Messenger system will be used to call parents when students are late for school.
7. The school will translate all critical school documents and provide interpretation during meetings and events as needed.
8. 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.
9. The school will communicate with parents each time their child is absent.
10. The school will communicate with parents if their child is at risk of failing.
12. All teachers will be required to post course descriptions and class contracts on the school website.

13. Parents will be informed of opportunities for extra help via the school website and newsletter.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

**2. Key personnel and other resources used to implement each strategy/activity**

1.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**4. Timeline for implementation and completion including start and end dates**

1.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

8.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**7. Strategies/activities that encompass the needs of identified subgroups**

1.

**8. Key personnel and other resources used to implement each strategy/activity**

1.

**9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**10. Timeline for implementation and completion including start and end dates**

1.

**11. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Model reading, scaffolding texts and reading/writing strategies, study of informational texts/documents, Hochman writing intensive.	Ramp-up to Reading intervention program; 2 extra periods of English class a week	During the school day; 2 extra class periods a week for 9 <sup>th</sup> grade
<b>Mathematics</b>	Modeling, scaffolding and group work. Data analysis drives instruction.	Small group instruction programmed for select students, one to one peer tutoring and extra classes with teacher.	During the school day; 2 extra class periods a week for 9 <sup>th</sup> grade
<b>Science</b>	Hand on activities with labs and other lessons, use of on line models. Modeling, scaffolding and group work. Data analysis drives instruction.	Small group instruction programmed for select students one to one peer tutoring and extra classes with teacher.	During the day, extra session programmed. After school and during lunch periods teacher and peer tutoring.
<b>Social Studies</b>	Modeling and use of Hochman writing intensive, prime source document analysis, on line resources, Castle learning program as a study/homework tool	Small group instruction programmed for select students one to one peer tutoring and extra classes with teacher.	During the day, extra session programmed. After school and during lunch periods teacher and peer tutoring.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Small group and one to one counseling provided for all at risk students, Parent, guidance and teacher meetings to review data and set individual plans for each student at risk. Advisory program for all 9 <sup>th</sup> grade students.	Small group and one to one counseling sessions.	During the day and after school as needed

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

<p>Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.</p> <p>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.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> <li>· Frequent communication with our Network Human Resources Director when vacancies occur.</li> <li>· 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.</li> <li>· The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.</li> <li>· The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.</li> <li>· The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</li> <li>· 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.</li> <li>· The school maintains a professional library to promote promising and effective practices.</li> <li>· The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.</li> </ul>
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**High Quality and Ongoing Professional Development**

<p>Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).</p> <p>Wednesday program is shortened to allow for professional development and inquiry work every Wednesday afternoon.</p> <p>Twice a year during Election Day and Brooklyn Queens Day professional development activities are shared with Academy of</p>
--

Finance and Enterprise and Wagner High School to allow for teachers to share best practices for integrating the Common Core in lesson planning and developing a deeper understanding of the Danielson Framework.

Two new teachers have been assigned mentors and are also scheduled to attend weekly meetings with the Assistant Principal.

All teachers to receive mandated three hours of monthly professional development on the Danielson Framework.

24 teachers will be observed following the Danielson Framework.

Teachers at HSAC are strongly encouraged to attend professional development opportunities offered by the Network and outside vendors.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I funds are set aside as per federal mandates. 10% for professional development; 5% to ensure that all teachers are highly developed; and 1% for parent outreach. In addition, funds are set aside to purchase necessary supplies for students in temporary housing.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Local Measures committee met in August to decide on assessments

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s) 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**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

- 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
  - ■ arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- ■ respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- ■ providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- ■ involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- ■ providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; 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 will 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.

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- **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.

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- **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  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>24</b>	Borough <b>Queens</b>	School Number <b>267</b>
School Name <b>High School of Applied Communication</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Daniel Korb</b>	Assistant Principal <b>Lisa Levine</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jeanne Reistetter</b>	Guidance Counselor <b>Marjorie Antoine</b>
Teacher/Subject Area <b>Elaine Zarate</b>	Parent <b>Maricel Cantos</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Clara Olaya</b>
Related Service Provider <b>type here</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>423</b>	Total number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>9.93%</b>
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										1	1	1	0	3
SELECT ONE										2	3	3	3	11
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	4	4	3	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	12

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	0	1	19	1	2	12	0	9	42
Total	11	0	1	19	1	2	12	0	9	42

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	7	8	6	29
Chinese										1				1
Russian														0
Bengali										2		1		3
Urdu										1				1
Arabic										1		1	1	3
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish											1			1
Albanian														0
Other												1	2	3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	14	8	11	9	42

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										5	2	6	6	19
Advanced (A)										8	5	5	4	22
Total	0	0	0	0	0	0	0	0	0	14	7	11	10	42

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		7	0
Integrated Algebra	19		8	
Geometry	7		3	
Algebra 2/Trigonometry	4		0	
Math				
Biology				
Chemistry	3		0	
Earth Science	2		0	
Living Environment	26		9	
Physics				
Global History and Geography	16		6	
US History and Government	12		7	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

N/A

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the data, all students fall into the intermediate or advanced proficiency levels, with the exception of one student who is a beginner. 18 students (not including current 9<sup>th</sup> graders) moved from either intermediate to advanced or advanced to proficient. Two students were administered the Lab-R this year as per their Home Language Survey. Both students scored at the proficient level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA tool](#))

Data shows that students are weaker in reading and writing than in speaking and listening. Curricula across the content areas are revised to include additional opportunities for daily writing and for close reading of text.

4. For each program, answer the following:

- 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?

Freestanding ESL is the only program model offered at our school.

A. According to the data, students are strongest in listening and speaking for all grades. Reading and writing pose a greater challenge, particularly for students in the 9<sup>th</sup> grade. Therefore, reading and writing will be a prime focus, particularly in non-fiction reading and argument writing. Few students choose to take tests in their native language, although eligible students do utilize translated versions or glossaries as needed. Those students who do take the exam in their native language usually do not pass the exam.

B. School leaders and teachers collaboratively analyze periodic assessment results mainly through Inquiry Teams and in common planning. These results are compared to other forms of student data, such as NYSESLAT data, classroom assessments, and student work to determine patterns and possible test taking weaknesses. Results are used by school leaders and teachers to inform instructional decisions in the classroom, purchase appropriate materials, and fund specific programs.

C. To support ELL students, extended time, as well as translation glossaries, are offered for periodic assessments. Based on last year's assessment results, reading passages and questions containing idioms and other types of figurative language posed the greatest challenges, as well as passages in which ELL students might have limited background knowledge of concepts or vocabulary. Poetry was usually a greater challenge than prose. Students did better on questions that focused more on details that could be found within the passage. Native language texts are offered in the classroom for independent reading so students can practice literacy skills using texts in which they might be more comfortable. Students with common native languages may also sometimes be grouped together for partner or group work so that extra support is available.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Differentiation for all students, including English Language Learners, is consistently factored in to all instructional decisions. All teaches receive R-LAT data so that they understand their ESL students strengths and weaknesses in terms of speaking, listening, reading and writing. Lessons are designed to offer all students multiple entry points and scaffolding. Integration of Common Core Standards is a focus in all classes, including English, social studies, science, etc. As a result, all teachers focus on building literacy skills, such as close reading of text, supporting arguments with evidence, acquisition of academic vocabulary, etc. The ESL teacher plans with the general education teachers and focuses on supporting the work they might be doing in the classroom during small group instruction and pull-out classes.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of our ESL programs is evaluated schoolwide and within the classroom. Schoolwide data includes AYP, diploma rates, and types of diplomas earned by ESL and transitional ESL students. We have met our AYP for ESL each year and our four year weighted diploma rate for ESL students is 228.6%. Of the 14 ELLs and transitional ELLs in the senior class, 9 received Regents diplomas, 2 received advanced regents dipomas, and 1 received and advanced regents diploma with mastery in mathematics. On the classroom level, teacher, along with content area teachers, examine student work to determine levels of progress. Pre-assessments are administered to students at the start of various units of study and this data is compared to data derived from culminating projects or other assessments at the end of the unit. Pre-assessments are also used for special programs funded or partially funded through Title III, such as the Magic Box residency program involving our 9th grade ELL students. Marking period and semester grade data is collaboratively analyzed by administrators, teachers, and guidance staff to identify which students are doing well and which students are struggling, and interventions are arranged appropriately. Levels of participation are studied for our programs funded or partially funded through Title III, such as Saturday Regents Review classes, Parent ESL classes, the Book Club, and the Multi-Cultural Fair to determine if these programs are being effectively utilized. Regents scores and class grades for student participants are also studied to determine the impact of these programs. NYSESLAT data is analyzed by the ESL teacher and content area/ special education teachers to identify yearly progress and/ or gaps in achievement.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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.

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.

Students are administered the Lab-R within 10 days of arrival into the NYC school system. 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 Part 154. If a parent chose a TBE/ DL program and the program became available, parents would be notified immediately through Jeanne Reistetter, with support from parent coordinator, Clara Olaya, or the Translation and Interpretation Unit if necessary.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The RLER report in ATS is used to determine ESL eligibility. Jeanne Reistetter, our licensed ESL teacher, is also the ESL coordinator and 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 copies of the Parent Surveys and Program Selection forms.

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.

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. The ELPC screen in ATS was updated within the 20 day time frame.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All students and parents are notified each year of when the NYSESLAT will be administered. To ensure that all ESL students take all sections of 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.

6. 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.) 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.  Over the past few years, any student new to the DOE who was required to take the Lab-R based on the Home Language Survey was determined to be a general education student and did not require ESL services. In our 9 year history, free-standing ESL was

almost always the program choice, which is the current offering at our school. In the event that a parent would choose a Transitional Bilingual Education Program or Dual Language Program in the future, Ms. Reistetter, our ESL teacher, would explain that our school currently offers Freestanding ESL only. Ms. Reistetter keeps the records for program choice in the ESL office. If a Bilingual program needed 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.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

- a. HSAC has a push in Co -Teaching Model, as well as a pull-out program.
- b. Our school utilizes a combination of models. In the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, there is a block program. The ESL teacher pushes in to the English class five times per week. Students who require additional time are serviced in a pull out program. All 12<sup>th</sup> grade ESL students are served in a pull-out program. Students in pull-out programs are heterogeneously grouped.

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)?

2. The ESL Specialist and the AP in charge of programing, AmyDeMarco, 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 minutes per week. In both ELA and pull-out ESL classes, emphasis is placed on listening skills via note-taking and auditory practice. Non-fiction passages and written responses are also emphasized. 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 in alignment with Common Core Standards.

To support weaknesses identified through the NYSESLAT and performance assessments, a writing initiative has been developed starting in the 9<sup>th</sup> grade focused on writing complexity, grammar, and organizational skills. The ESL teacher meets weekly with 9<sup>th</sup> grade English, Social Studies, and Science teachers to identify weekly goals and develop/ share resources.

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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 and other content area classes through the workshop model, which includes an mini-lesson, work period, and closing. The ESL teacher pushes into ELA classes five 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 uses 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 plan weekly to collaborate and discuss the individual needs of the ESL students in their class and strategies to meet the Common Core Standards. In alignment with CCLS , lessons are designed with a focus on vocabulary,

argument reading and writing, non-fiction, and speaking and listening skills. The ESL teacher also 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 in the different content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
In most classes throughout the day, students are formally and informally assessed on their reading, writing, speaking, and listening skills. Readings might include articles, primary source documents, short stories, etc. Students are regularly directed to discuss their understanding and ideas in pairs or groups, and collaborative projects and oral presentations are often also used for assessment in addition to regular quizzes and exams. Listening skills are also fostered through regular classroom read alouds, with understanding evaluated through writing prompts and other types of questions.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

#### A- SIFE

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

- Extended day opportunities, including after school tutoring and programs
- Team teaching
- Recruiting native language tutors
- Content aligned curriculum
- Establishing a buddy system (peers as "buddies")
- ESL teacher mentors SIFE student
- Flexibility in curriculum-creating a curriculum for SIFE students based on state standards focusing on essential

knowledge and skills

#### B - 0-3 years

Newcomers receive a language "buddy" to assist them in adjusting to the school and to assist them with subject matter. Their schedules are often 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 5x 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
- 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.

E. 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. These students also continue to receive testing accommodations for two years after achieving a proficient score on the NYSESLAT.

7. 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?

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 SWD/ESL students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The delivery of instruction through the workshop model gives teachers the opportunity to allow students to work collaboratively with non-disabled peers during the work period and for teachers to conference with students and provide small group or individualized instructional support as necessary. 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.

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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.



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. 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.
- Targeted intervention programs for ELLs in ELA, Math, Science, 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. All services are offered in English. The ESL teacher meets weekly with the 9<sup>th</sup> grade Inquiry Team to analyze student work and plan for interventions. 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 Film-Making Residency for 9<sup>th</sup> grade ELLs, Book Club, cultural excursions, parental education, Multicultural Fair, extra access to computer lab, as well as Saturday Regents Prep.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program can be considered effective based on several factors. With the exception of two students, all ELL and transitional ELL students in the 2013 cohort graduated in four years. Five of these students earned an Advanced Regents diploma and one earned an Advance Regents diploma with Mastery in Mathematics. Almost all students saw increases in NYSESLAT scores and 18 students moved from either Intermediate to Advanced or Advanced to Proficient.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are instituting an expository writing program starting with all 9<sup>th</sup> grade students, including ELLs. Based on NYSESLAT data, students scored lowest in the writing modality and extra supports were needed to ensure that students have the proper scaffolding to meet the requirements of standards level writing. The goal of the program is to provide students with a more structured and scaffolded approach to writing. 9<sup>th</sup> grade English and Social Studies teachers will use common techniques for writing complex sentences, writing outlines, etc. Our ESL teacher, along with two social studies teachers and administrators, was trained in the program through the Winward Teacher Training Institute and will further support ELL students in this program.
12. What programs/services for ELLs will be discontinued and why?
- There is no plan to discontinue any programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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 currently enrolled in AP courses and College Now programs. They 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials used to support ELLs in ELA and the content area are books on tape, charts, classroom libraries, as well as multi-lingual books for independent reading and computer software. All 9<sup>th</sup> and 10<sup>th</sup> grade ELLs have a technology class and others take more advanced classes during their junior and senior year. All classrooms have bilingual dictionaries in the students' native languages.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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. Bilingual literature for independent reading is offered in ELA classes and translation glossaries are offered in all content classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All services and resources are appropriate to the students' age and levels of language proficiency.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.

18. What language electives are offered to ELLs?

Spanish is the only language elective offered at the school.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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, guidance counselor, secretary, and parent coordinator with workshop that will meet their needs as they become available.

Our ESL coordinator also works with our pupil accounting secretary to ensure that procedues for identifying ELLs and understanding all ATS screens related to ESL information are clear.

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 meets each Wednesday afternoon for 45 for either professional development sessions or Inquiry Work. 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 scheduleled sessions with Ms. Reistetter during common prep periods or "lunch and learn" sessions. In school professional development for the current year includes:

### •September

- Identifying ELLs – all content and special education teachers, parent coordinator, assistant principals, school secretary
- Analysis of ELL data – all content and special education teachers, ESL teacher, administration, guidance counselors, related service providers, school psychologist
- Revisiting intake process protocols for new students – ESL teacher, parent coordinator, school secretary, guidance counselor

### •October

- Engaging all students in learning- ESL teacher, assistant principal, all content and special education teachers
- Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher

### •November/ December

- Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- Using data to differentiate instruction – content area and special education teachers, ESL teacher
- Academic vocabulary instruction – assistant principal, 10th grade inquiry team members

### •January/ February

- Scaffolding Instructions for ELL students – content area and special education teachers, ESL teacher
- Regents prep for ELLs – content area and special education teachers, ESL teacher, guidance counselor

### •March/ April

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

### •May/ June

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

2. Almost all teachers work with ELL students in at least one class. In school professional development to support ELLs as they engage in common core standards have included sharing best practices in the Common Core classroom, assessment and Common Core, analysis of common core units of study, etc. Professional development sessions that teachers have attended outside of school

have included Expository Writing Instruction, Multiple Opportunities to Read, Write, and Talk about Complex Text, Questioning in the Common Core, and Three-Day Writing Institute for Teachers of ELLs.

3. 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.

4. 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.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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 is also a valuable resource. Parents are encouraged to attend events, such as the Thanksgiving Family Dinner, Multi-Cultural Fair, film screenings, drama performances, talent shows, awards nights, and sports events. ALL parents are specifically targeted for participation in our beginner computer classes, taught by our technology teacher, Mr. Riese. 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. Our parent coordinator also serves as a translator and the Translation and Interpretation Unit is used if necessary.

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. The survey is translated into Spanish, as well as other languages if necessary. 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. Our parent coordinator attends all events to provide translation services if necessary.

## **E. 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:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daniel Korb	Principal		
Lisa Levine	Assistant Principal		
Clara Olaya	Parent Coordinator		
Jeanne Reistetter	ESL Teacher		
Maricel Cantos	Parent		
Elaine Zarate	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Marjorie Antoine	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **24Q267** School Name: **High School of Applied Communicatio**

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**

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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 (RHLA) 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, Arabic, Polish, Chinese, Urdu, Bengali, and Tibetan parents. The parent coordinator shares these findings with school staff, including administrators, secretaries, and faculty.

## Part B: Strategies and Activities

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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, including letters, progress reports, monthly newsletters, etc. 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 general information.

- In cases where additional translation is needed in other languages, we will use the services of an outside contractor, The Big Word.

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>.

- At the beginning of the new school year, the parent coordinator will generate and distribute letters to parents in the primary language informing them of their rights regarding translation and interpretation services.
- A sign indicating the availability of translation services in the covered languages will be posted in the main lobby and the main office.

## 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"><li>• Per session</li></ul>	\$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"> <li>Per diem</li> </ul>		\$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"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1841.95	Magic Box Productions residency program - partial funding
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$300.00	General supplies for ESL Parent classes and Multi-Cultural Fair
Educational Software (Object Code 199)		
Travel		
Other	\$600.00	Circle Line admissions
<b>TOTAL</b>	<b>\$11200.00</b>	