

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

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

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

**Principal:** DANIEL KORB

**Principal Email:** 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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Daniel Korb	*Principal or Designee	
Linda Acosta	*UFT Chapter Leader or Designee	
Maricel Cantos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Andrew Lau Basant Abuelmagd Anna Debek	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 Herras	Member/ Parent	
Anna Mejia	Member/ Parent	
Edison Alulema	Member/ Parent	
Lisa Levine	Member/ Staff	
Jeanne Reistetter Elaine Zarate	Member/ Staff	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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, 2015, there will be a 10% increase in the number of students that will graduate as measured by the High School Quality Snapshot.

### **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.

Our graduation rate for the 2014 cohort dropped to 70% from 80% the previous year. Continually raising the graduation rate so that students graduate in four years is a key component of our school's mission.

### **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. The principal, assistant principal, and guidance counselor will analyze senior records by September, 2014 to create a database identifying each student's needs for graduation.
2. An individualized program will be developed at the start of the school year for at risk students, including ELLs and SWDs, to ensure timely graduation.
3. A Blended Learning program will be offered to students who are missing credits needed to graduate.
4. In October and February, individualized letters will be distributed to the parents of all seniors detailing progress towards graduation.
5. Monthly meetings will be held for senior teachers to discuss and meet with specific students and/ or parents as needed.
6. An Inquiry Team focused on seniors will target specific students and collaborate to develop common teaching strategies to increase rigor in instruction and analyze subsequent student work.
7. The guidance department will meet at the end of every marking period to analyze grade data, identify necessary interventions, and meet with students.
8. Teachers will offer Regents Review classes after school in the six weeks leading up to the January and June Regents.
9. Saturday Academy will be available to all students in the six weeks prior to the June Regents exams
10. Professional development will be provided to all teachers through weekly meetings, intervisitations, and post observation meetings with administrators in order to enhance classroom instruction.

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

1. Administrators and guidance department
2. Assistant principal (programmer), program assists
3. Principal, assistant principal, blended learning teacher, participating content area teachers
4. Principal, assistant principal, guidance counselor, parent coordinator
5. Assistant principal, guidance counselor, 12<sup>th</sup> grade teachers
6. Assistant principal, select 12<sup>th</sup> grade teachers
7. Assistant principal, guidance department
8. Selected teachers
9. Assistant principal, selected teachers
10. Principal, assistant principal, professional development committee, all teachers

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

1. Programs will reflect the needs of each student based on analysis.
2. Students will progress in their assigned programs, as demonstrated by credit accumulation and passing Regents exam scores as applicable.

3. Assistant principal and blended learning teacher will meet each marking period to review student progress and plan interventions as needed.
4. Students will demonstrate continued or increased progress, as demonstrated by credit accumulation and passing Regents exams as applicable.
5. Improvement will be noted in assessment scores, attendance, work habits, etc.
6. Student progress will be reflected in student work products analyzed during inquiry team meetings.
7. Student will demonstrate improvement in grades, work habits, attendance, etc. after individual meetings.
8. Students will pass required Regents exams.
9. Students will pass required Regents exams.
10. Teachers will incorporate instructional strategies shared during professional development sessions and other meetings. Improvement in student engagement and grades will be noted through classroom observations, report card grades, and, if applicable, Regents exam scores. Inquiry teams will collaborate to develop common strategies based on professional development goals and analyze subsequent student work.

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

1. August through September, 2014
2. August through September, 2014
3. Throughout fall and spring semesters
4. October, 2014 and February, 2015
5. Each month throughout fall and spring semesters
6. 45 minute sessions each Thursday beginning the first week of October, 2014 throughout remainder of school year
7. On or around October 20<sup>th</sup> December 8<sup>th</sup> January 23<sup>rd</sup>, March 16<sup>th</sup>, April 27<sup>th</sup>, and June 15<sup>th</sup>
8. Starting the second week of December through January 23<sup>rd</sup>
9. Saturdays from 9:00-12:00 - May 2, May 9, May 16, May 30, June 6, June 13
10. 45 minute professional development sessions each Tuesday morning, intervisitations, observations, and post observation feedback meetings ongoing throughout the year until the end of May. Inquiry teams to meet for 45 minute sessions each Thursday morning for planning and student work analysis.

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

1. Guidance meetings at the start of the school year
2. Per session provided for assistant principal (programmer) and program assist during August and September, 2014
3. Blended learning teacher assigned one period per day, 5 days per week for entire school year to work with students in computer lab. Per session for participating subject teachers to monitor and assess student work either before or after school provided as needed. NYSTL funds to pay for Apex Learning program.
4. Monthly guidance department meetings to collect data, collaboration with parent coordinator to distribute letters
5. Time provided for teachers to meet during weekly parent engagement sessions on Wednesday mornings
6. Time provided for inquiry team to meet each Thursday during professional period
7. Scheduled guidance department meetings
8. Per session provided for five teachers for one hour per week for six weeks prior to January and June Regents exams
9. Per session provided for 9 general education teachers and one ESL teacher for six three hour sessions supplemented through Title III funds
10. Time provided for professional development sessions for all teachers each Tuesday morning during professional period, per session provided for bi-monthly professional development committee meetings – one hour for five teachers, coverages provided as necessary for intervisitations

**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. Goals will be communicated to parents on the school website and through parent workshops.
2. The parents of all seniors will receive individualized letters in October and February detailing their child's progress towards graduation. Translations for all correspondences will be translated as needed.
3. Parent teacher conferences will be held in the fall and spring semesters. Translators will be provided as needed.
4. The school will provide relevant information regarding course curriculum and expectations at Meet the Teacher night on September 17, 2014.
5. Parents will have access to all class records, as well as an additional means of contacting teachers throughout the year via Engrade.
6. Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
7. The School Messenger system will be used to call parents when students are late for school.
8. The school will translate all critical school documents and provide interpretation during meetings and events as needed.
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.
11. All teachers will be required to post course descriptions and class contracts on the school website.
12. Parents will be informed of opportunities for extra help, as well as graduation requirements, via the school website and newsletter.
13. Workshops will be provided for parents on relevant topics, including graduation requirements, getting into college, etc.

**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>X</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>
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List any additional fund sources your school is using to support the instructional goal below.

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## 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, 2015, there will be a 5% increase in the number of students who pass the Common Core English Regents as measured by exam results.

### **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.

In the 2013-14 school year, 76% of the 95 students who took the Common Core English Regents received a score of 65% or higher. However, this percentage is 21 points below the passing rate for the Comprehensive English Regents taken by the same students. Although passing the Common Core English Regents is not yet a requirement for this year's students, focusing on this more rigorous exam aligns with Citywide Expectations, as well as our own schoolwide instructional goals.

### **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.
2. Our schoolwide instructional goal of increasing rigor will include the use of reading strategies across the curriculum to support close reading of complex text.
3. Weekly professional development will be aligned with schoolwide instructional goal of raising rigor.
4. General education teacher will meet regularly with special education and ESL teachers to analyze individual student needs and plan for instruction accordingly.
5. Saturday Academy Regents Review classes will be offered for six weeks prior to the June Regents for all students, including ELLs and SWDs.
6. Administrators will conduct a minimum of four observations throughout the year. These observations will provide the framework for individualized professional development goals.
7. Teachers will provide extra help to all students, including ELLs and SWDs, after school prior to January and June Regents.
8. Students who do not earn a passing 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. All content area teachers, with support of administration
3. All teachers, professional development committee, principal and assistant principal
4. ELA teacher, ESL, and Special Education Teachers
5. 11<sup>th</sup> grade ELA teacher, Assistant principal
6. 11<sup>th</sup> grade ELA teacher
7. 11<sup>th</sup> grade ELA teacher
8. Administrators, parent coordinator

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

1. Common Core aligned instruction observed through formal and informal observations, daily agendas posted in classrooms, updated curriculum maps submitted five times during the school year.
2. Integration of reading strategies evident in updated curriculum maps and classroom observations. Impact of the use of strategies analyzed through weekly inquiry meetings.

3. Impact of professional development assessed through the development of common instructional strategies and student work products analyzed during weekly inquiry team meetings.
4. Scaffolded instruction developed during common planning reflected in lesson plans and evident in classroom observations.
5. Saturday Academy attendance analyzed weekly by administrators, at risk students targeted for participation, student pass Common Core exam.
6. Next steps identified after each observation through discussion with teacher, professional development plan updated.
7. Weekly attendance analyzed by 11<sup>th</sup> grade ELA teacher, at risk students targeted for participation.
8. Students to be informed of test results and summer testing schedule.

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

1. Classroom observations throughout school year from September through June. Updated curriculum maps submitted October 31, January 9, February 27, April 17, and June 12 reflecting integration of Common Core Standards.
2. Goals introduced first week of September, weekly 45 minute professional development sessions focused on implementation of literacy strategies to support close reading beginning September 30, 2014 through January. Collaboration on strategies and analysis of subsequent student work at weekly 45 minute Inquiry Meetings.
3. Weekly 45 minute professional development sessions for all teachers beginning September 9<sup>th</sup> through June 9<sup>th</sup>. Bi-monthly professional development committee meetings starting September 23<sup>rd</sup> through June 8<sup>th</sup>.
4. Weekly 45 minute common planning meetings starting September 8<sup>th</sup> and ending June 12<sup>th</sup> with additional meetings as needed.
5. Saturdays from 9:00-12:00 - May 2, May 9, May 16, May 30, June 6, June 13, analysis of attendance at weekly cabinet meetings.
6. Beginning in September and ending the first week of May, teachers will be observed a minimum of four times. 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. One hour session per week for 6 weeks prior to the January Regents and June Regents.
8. Students who need to retake the Common Core Exam will receive a letter in mid-July informing them of the date, time, and other pertinent information. Date of exam to be determined by NYSED.

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

1. Ongoing support during weekly professional development sessions on Tuesday mornings and through feedback meetings throughout the year.
2. Ongoing support during weekly professional development sessions on Tuesday mornings and through feedback meetings throughout the year.
3. Professional time each Tuesday morning dedicated to professional development. Per session provided for bi monthly professional development committee meetings – one hour for five teachers.
4. Weekly common planning period scheduled for general education, special education, and ESL teachers to collaborate on lesson plans and analyze student work.
5. Per session provided for 1 general education teacher, one ESL teacher, and one administrator for six three hour sessions supplemented through Title III grant
6. Pre-and post observation meetings to be conducted during teachers' prep periods.
7. Per session provided for one teacher for one hour per week for six weeks prior to January and June Regents exams.
8. Students who need to retake the Common Core Exam will receive a letter in mid-July informing them of the date, time, and other pertinent information. Date of exam to be determined by NYSED.

**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. Goals will be communicated to parents on the school website and through parent workshops.
2. Parent teacher conferences will be held in the fall and spring semesters. Translators will be provided as needed.
3. The school will provide relevant information regarding course curriculum and expectations at Meet the Teacher night on September 17, 2014.
4. Parents will have access to all class records, as well as an additional means of contacting teachers throughout the year via Engrade.
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.
12. Parents will be informed via report card and letter if their child needs to retake the Common Core Regents Exam in August.

***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
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, 2015, there will be a 5% increase in the number of students who pass the Common Core Algebra Regents as measured by exam results.

#### **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.

In the 2013-14 school year, 68% of the 114 students who took the Integrated Algebra Regents passed with a grade of 65% or higher. However, of the 75 students who took the Common Core Algebra Regents, 36% passed with a grade of 65% or higher, a decrease of 32 percentage points. This year, students will be required to pass the Common core Algebra exam, making this goal critical to student success.

#### **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.

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

- 1 Our schoolwide instructional goal of increasing rigor will include the use of reading strategies across the curriculum to support close reading of complex text, including higher order word problems in math.
- 2 Discovery based learning will be integrated in Algebra classes to raise rigor and prepare students for higher level thinking.
- 3 Math and special education teachers working in math classrooms will participate in lesson studies focused on common core aligned instruction, as well as intervisitations.
- 4 Test correction protocols will be incorporated in Algebra classes to increase student self assessment and goal setting.
- 5 Teachers will provide extra help to all students, including ELLs and SWDs, after school prior to January and June Regents
- 6 A Saturday Regents prep program will run during the six weeks prior to the June Regents.
- 7 General education teachers will meet regularly with special education to analyze individual student needs and plan for instruction accordingly.
- 8 Administrators will conduct a minimum of four observations throughout the year. These observations will provide the framework for individualized professional development goals.
- 9 Students who do not earn a passing score on the June Regents exam will be expected to re-take the exam in August.

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

1. All content area teachers, with support of administrators
2. Algebra and Special Education teachers
3. Algebra and Special Education teachers
4. Algebra and Special Education teachers
5. Algebra and Special Education teachers
6. Algebra and Special Education teachers
7. Algebra and Special Education teachers
8. Administrators, algebra, and special education teachers
9. Administrators, parent coordinator

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

1. Students improve their use of strategies (i.e.: determining importance) to break down and solve complex word problems, as reflected by increased independence during work periods, as well as improvement on assessments. Student work also analyzed during weekly inquiry meetings.
2. Students will increase ability to apply prior knowledge to new problems, as reflected by student work during work periods and improvement

on assessments.

3. Common core alignment reflected in curriculum maps, math teachers share ideas and offer feedback in development of lesson plans
4. Students are able to help each other and set goals, as reflected in classroom observations and student work.
5. Attendance during extra help sessions, students score at least 65% on Regents exam.
6. Saturday Academy attendance analyzed weekly by administrators, at risk students targeted for participation, student pass Common Core exam.
7. Scaffolded instruction developed during common planning reflected in lesson plans
8. Next steps identified after each observation through discussion with teacher, professional development plan updated.
9. Students to be informed of test results and summer testing schedule

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

1. Beginning October 2014 through June, 2015
2. Beginning September, 2014 through June, 2015
3. December, March, and May – weekly collaboration during professional periods on Thursday mornings
4. Ongoing throughout the year, starting October, 2014
5. One hour session per week for 6 weeks prior to the January Regents and June Regents
6. Saturdays from 9:00-12:00 - May 2, May 9, May 16, May 30, June 6, June 13
7. Scheduled weekly common planning meetings and additional meetings as needed from September, 2014 through June, 2015
8. Beginning in September and ending the first week of May, teachers will be observed a minimum of four times. 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.
9. August exams (as scheduled by the NYS Education Department)

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

1. Ongoing support during weekly professional development sessions on Tuesday mornings
2. Weekly common planning period scheduled for general education and special education teachers to collaborate on lesson plans and analyze student work
3. Time provided for collaboration and feedback during weekly morning professional periods on Thursdays. Coverages provided as needed for intervisitations.
4. Weekly common planning period scheduled for general education and special education teachers to collaborate on lesson plans and analyze student work
5. Per session for one teacher one hour per week for six weeks prior to January Regents and six weeks prior to June Regents
6. Per session for 2 participating teachers and one assistant principal 3 hours per week for 6 weeks
7. Weekly common planning period scheduled for general education and special education teachers to collaborate on lesson plans and analyze student work
8. Pre-and post observation meetings to be conducted during teachers' prep periods.
9. Students who need to take August exams will be informed through letters and registered accordingly.

***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. Goals will be communicated to parents on the school website and through parent workshops.
2. Translations for all correspondences will be translated as needed.
3. Parent teacher conferences will be held in the fall and spring semesters. Translators will be provided as needed.
4. The school will provide relevant information regarding course curriculum and expectations at Meet the Teacher night on September 17,

2014.

5. Parents will have access to all class records, as well as an additional means of contacting teachers throughout the year via Engrade.
6. Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
7. The School Messenger system will be used to call parents when students are late for school.
8. The school will translate all critical school documents and provide interpretation during meetings and events as needed.
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.
11. All teachers will be required to post course descriptions and class contracts on the school website.
12. 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>x</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>
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List any additional fund sources your school is using to support the instructional goal below.

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## 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.

By August, 2015, there will be a 10% increase in the number of students considered College Ready as measured by the High School Quality Snapshot.

### **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.

According to the High School Quality Snapshot, 24% of the students in the 2014 cohort were considered to be college ready upon graduation. In alignment with our school mission that all students graduate ready to enter college, as well as Citywide Expectations, it is critical that we raise this percentage.

### **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.

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

1. All students who pass Geometry will be programmed to take Algebra II/ Trigonometry.
2. Students who did not earn a passing score on the Algebra II/ Trigonometry Regents in June, 2014 will be programmed for extra classes to support them in passing the exam in January, 2015.
3. Students who passed the English Regents but did not receive a 75% will be identified and encouraged by guidance staff to re-take the exam. Letters will also be sent home to parents/guardians informing them of the importance of raising the score.
4. Students who passed at least one math Regents, but did not receive at least an 80% will be identified and encouraged by guidance staff to re-take the exam. Letters will also be sent home to parents/guardians informing them of the importance of raising the score.
5. 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.
6. Weekly professional development will be aligned with schoolwide instructional goal of raising rigor.
7. Saturday Academy Regents Review classes will be offered for six weeks prior to the June Regents for all students, including ELLs and SWDs.
8. Teachers will provide extra help to all students, including ELLs and SWDs, after school prior to January and June Regents.

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

1. Assistant principal (programmer) and program assist
2. Assistant principal (programmer) and program assist
3. Guidance counselor, assistant principal, parent coordinator
4. Guidance counselor, assistant principal, parent coordinator
5. All content area teachers with support of administrators
6. All teachers, principal and assistant principal, professional development committee
7. Assistant principal, specific teachers
8. Specific teachers, assistant principal

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

- 1 Report cards provided three times per semester will indicate passing scores in Algebra II/ Trigonometry classes.
- 2 Student assessments will indicate improved understanding of content. Students will pass the Algebra II Trigonometry Regents in January.
- 3 Students will retake and pass the English Regents with a score of at least 75%.
- 4 Students will retake and pass a math Regents with a score of at least 80%.
- 5 Common Core aligned instruction observed through formal and informal observations, daily agendas posted in classrooms, updated

curriculum maps submitted twice a semester.

- 6 Impact of professional development assessed through the development of common instructional strategies and student work products analyzed during weekly inquiry team meetings.
- 7 Saturday Academy attendance analyzed weekly by administrators, at risk students targeted for participation, student pass Common Core exam.
- 8 Attendance during extra help sessions, students score at least 65% on Regents exam.

**13 Timeline for implementation and completion including start and end dates**

- 1 Starting in September through the end of the school year.
- 2 Starting in September through the end of the school year.
- 3 Guidance staff will conference with applicable students at the start of December and letters will be sent home to parents during the third week of December. Students will retake exams during January Regents administration and again in June if necessary.
- 4 Guidance staff will conference with applicable students at the start of December and letters will be sent home to parents during the third week of December. Students will retake exams during January Regents administration and again in June if necessary.
- 5 Classroom observations throughout school year from September through June. Updated curriculum maps submitted October 31, January 9, February 27, April 17, and June 12 reflecting integration of Common Core Standards.
- 6 Weekly 45 minute professional development sessions for all teachers beginning September 9<sup>th</sup> through June 9<sup>th</sup>. Bi-monthly professional development committee meetings starting September 23<sup>rd</sup> through June 8<sup>th</sup>.
- 7 Saturdays from 9:00-12:00 - May 2, May 9, May 16, May 30, June 6, June 13.
- 8 One hour study sessions one time per week six weeks prior to January and June Regents.

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

1. All students who pass Geometry will be programmed to take Algebra II/ Trigonometry.
2. Students who did not earn a passing score on the Algebra II/ Trigonometry Regents in June, 2014 will be programmed for an extra Algebra II/ Trigonometry class.
3. Students who agree to retake the English Regents to earn a higher score will be programmed accordingly.
4. Students who agree to retake a math Regents to earn a higher score will be programmed accordingly.
5. Ongoing support during weekly professional development sessions on Tuesday mornings and through feedback meetings throughout the year.
6. Professional time each Tuesday morning dedicated to professional development. Per session provided for bi monthly professional development committee meetings – one hour for five teachers.
7. Per session provided for 1 general education teacher, one ESL teacher, and one administrator for six three hour sessions supplemented through Title III grant.
8. Per session provided for teachers for one hour per week for six weeks prior to January and June Regents exams.

**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 Goals will be communicated to parents on the school website and through parent workshops.
- 2 Letters will also be sent home to parents/guardians informing them of the importance of raising scores on the English Regents and one math Regents.
- 3 Translations for all correspondences will be translated as needed.
- 4 Parent teacher conferences will be held in the fall and spring semesters. Translators will be provided as needed.
- 5 The school will provide relevant information regarding course curriculum and expectations at Meet the Teacher night on September 17, 2014.

- 6 Parents will have access to all class records, as well as an additional means of contacting teachers throughout the year via Engrade.
- 7 Report cards will be distributed 6 times per year in October, December, January, March, May, and June.
- 8 The School Messenger system will be used to call parents when students are late for school.
- 9 The school will translate all critical school documents and provide interpretation during meetings and events as needed.
- 10 The school will communicate with parents each time their child is absent.
- 11 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.

x	Tax Levy	x	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.

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## 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.

#### **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**

6.

#### **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**

1.

### **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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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>	Use of literacy strategies (i.e.: questioning, visualizing, inferencing) to support close reading of complex text, use of graphic organizers and outlines, guided reading and writing, use of multi-media resources	Whole class, small group, and individualized instruction, additional period of ELA per week for all AIS students in grade 9, a second additional period of small group ELA instruction for all special education students struggling with reading comprehension and writing in grade 9, additional period of small group ELA instruction for special education students struggling with reading comprehension and writing in grades 11 and 12, tutoring offered to practice literacy strategies	During the school day each day and after school two times per week for one hour sessions
<b>Mathematics</b>	Use of literacy strategies (i.e.: questioning, visualizing, inferencing) to support close reading of complex word problems, use of discovery based learning, self assessment	Whole class, small group, and individualized instruction, two additional periods of math per week for a AIS students in grade 9, tutoring offered for additional small group instruction	During the school day, as well as after school three times per week for one hour sessions
<b>Science</b>	Use of literacy strategies (i.e.: questioning, visualizing, inferencing) to support close reading of complex text, use of graphic organizers and outlines, use of multi-media resources, discovery based learning	Whole class, small group, and individualized instruction, additional year of life science coursework for students who have not passed the Living Environment Regents prior to taking another Regents level science class, additional period for lab work, small group instruction during tutoring and lab make up for students requiring extra support	During the school day, as well as before and after school four days per week.
<b>Social Studies</b>	Use of literacy strategies (i.e.: questioning, visualizing, inferencing) to support close reading of complex text, use of graphic organizers and outlines, use of multi-media resources	Whole class, small group, and individualized instruction, small group and individualized instruction during tutoring sessions for students who require additional support	During the school day, as well as after school three days per week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Weekly counseling provided by guidance counselor and social worker, individualized meetings for at risk students with guidance staff and parents	One to one and small group	During the school day

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

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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)**

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

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

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

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

**High Quality and Ongoing Professional Development**

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).

School staff collaborates to develop schoolwide, and departmental goals. Weekly professional development is aligned to schoolwide goals with a focus on the integration of Common Core Standards. A professional development committee meets twice a month to assess the needs of the staff and plan for continued high quality professional development aligned to Common Core Standards. Student work is evaluated by teachers during weekly inquiry team meetings. Data analysis is used to inform future professional development. Additionally, teachers will develop curriculum maps aligned with Common Core Standards, as well as share resources and strategies with colleagues through common planning and intervisitations.

**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.).

Out of Title 1 funds, \$1000 is set aside for Students in Temporary Housing, 10% is set aside for professional development, and 1% is set aside for parent involvement programs. The staff includes a full time guidance counselor and social worker who both teach advisory classes. Topics include respect for all, violence prevention, safety, work habits, college readiness, etc. Additionally, through our peer mediation program, students learn about positive social interaction, creative problem solving, and violence prevention.

**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.

A local measures committee comprised of six teachers representing various departments, as well as one administrator, met at the end of August to select Measures of Student Learning for the school. A professional development committee meets twice a month to assess the needs of the staff and plan for continued high quality professional development aligned to schoolwide goals. Teachers collaborate on both formative and summative assessment during scheduled common planning periods, professional developments sessions, and inquiry team meetings. Assessment analysis is used to inform instructional decisions and to update curriculum maps. Teachers developed common baseline assessments for each grade during inquiry team meetings at the start of the school year to assess students' ability to use literacy strategies, which is our first schoolwide goal. The use of assessment is also a consistent focus during both formal and informal meetings with supervisors.

**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;
- HSAC will plan additional workshops and/ or community-building events on PTA nights to encourage more families to attend PTA meetings;
- Reminders of each PTA meeting will be announced in the school newsletter, website, school phone messenger system, e-mails, and text messages;
- A light dinner and refreshments will be provided at all PTA meetings; and
- MetroCards will be provided to all parents who use public transportation to attend PTA meetings.

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

- All parents will be invited to attend a Meet the Teacher Night in mid-September, where they will learn about curriculum, assessment, and expectations from each of their child's teachers;
- At least one additional workshop will be offered to parents in the morning and in the evening detailing the school's instructional goals and how these goals impact the academic culture of the school;
- Course descriptions and class expectations will be provided on the school website; and
- All teachers will use EngradePro to record all assessment and attendance records. At least three workshops will be offered to parents in the fall so they can learn to use the program.

### **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;
- 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;
- 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 art show, etc.;
- 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 Spanish translation at all meetings;
- Maintaining a school website where parents can get information on important dates, course offerings, special events, staff information, etc.;
- Utilizing EngradePro schoolwide so that parents can regularly track their children's progress and send

messages to teachers;

- 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); and
- Distributing report cards six times per year in October, December, January, March, May, and June.

**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
  - providing 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;
  - 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., Meet the Teacher Night and Parent-Teacher Conferences; and
- providing login information and training so that all parents can access EngradePro.

- ***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.

### **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;
- take part in the school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

**Student Responsibilities:**

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

A. .  
**DBN: 24Q267**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$177,375.33	X	See action plan
Title I School Improvement	Federal	\$16,961	X	See action plan

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,143,687.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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>type here</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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE										14	8	10	10	42
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	14	8	10	10	42

## 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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	11	0	1	19	1	2	12	0	9	42	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>9</b>	<b>42</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**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>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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>	<b>0</b>	<b>14</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>42</b>								

## 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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
- 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.

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 [AMAQ tool](#))

N/A

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.

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. Lessons are designed to offer students multiple entry points and scaffolding. The ESL teacher supports this type of planning with the general education teachers and focuses on students' strengths and weaknesses during small group instruction and pull-out classes.

7. For dual language programs, answer the following:

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

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 in a variety of ways. The ESL 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 9<sup>th</sup> 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.

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.

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.

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 [\[see tool kit\]](#).)

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

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. There is emphasis 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. 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.

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?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- 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 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:			
Math:			
Science:			

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

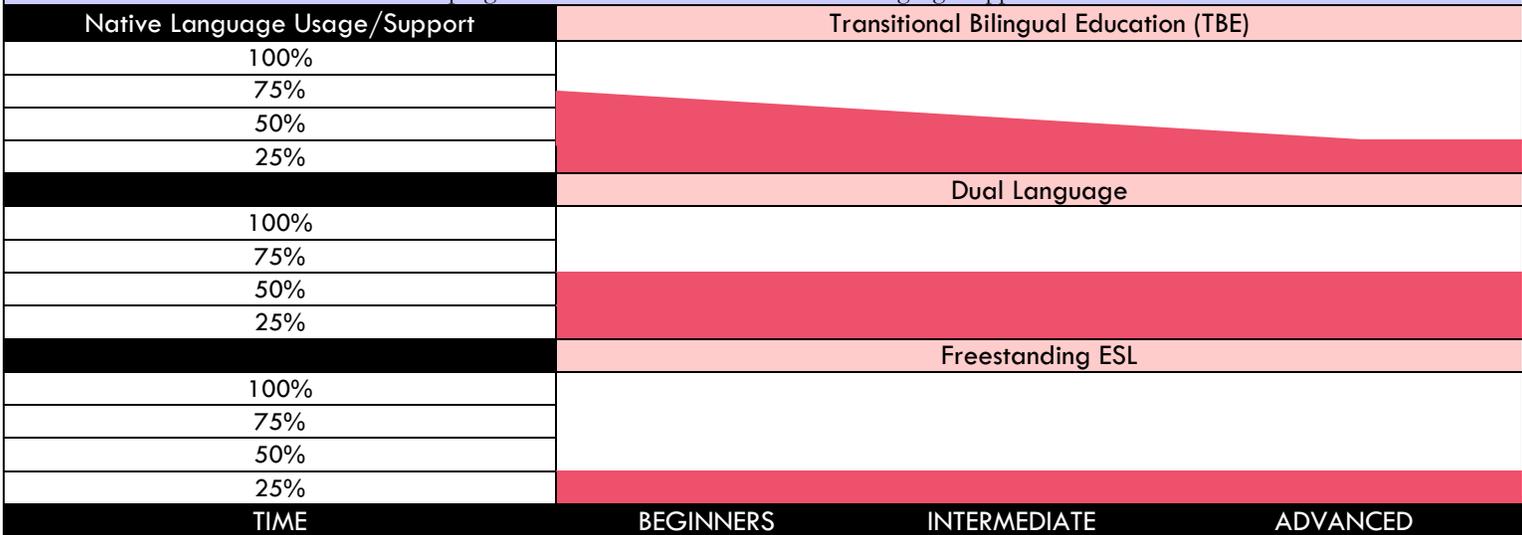
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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, and other content areas are as follows: extended day tutorials with content area teachers and the ESL teacher, computer lab sessions to support student research and writing, Saturday Regents review programs with content and ESL teachers. The 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. 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 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.
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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - 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, and parent coordinator with workshop that will meet their needs as they become available.

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

3. Most teachers have completed the minimum 7.5 hours of ELL training, as per a survey distributed to all teachers. Lisa Levine, the assistant principal of ESL, maintains the records and updates them periodically as teachers complete their required hours. Professional

development topics include: Identifying ELL Students, Scaffolding instruction for ESL Students, Analyzing Data, Understanding the Components of the NYSESLAT, etc. Teachers who are deficient in hours will also be encouraged by the assistant principal to attend professional development outside of the school through the DOE, network support team, or other organizations as they become available.

#### **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.

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

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

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

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

#### **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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**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**

---

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

We review the Home Language Report (RHLLA) on ATS.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major home languages for our students are English and Spanish.

- Written and oral translation and interpretation is mostly needed for Spanish, 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

---

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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: H.S. of Applied Communication	DBN: 24Q267
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 26
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 9  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 7

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 422 students, 28 of whom are English Language Learners. Including Special Education students, there are 11 freshmen, 8 sophomores, 4 juniors, and 5 seniors. The majority of our ELL students have been in the country from one to five years. The language of instruction is English and language levels range from 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 Bangla, Nepali, Hindi, Arabic, Tibetan, Punjabi, 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. Saturday Academy: These Regents prep courses will include both ELLs and general education students and will be led by 7 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 May 2, 2015 and running every Saturday through June 13, 2015 (with the exclusion of May 23, 2015). Classes will be limited to 25 students per class. Resources to be used include Regents review books, previous year's exams, as well as online resources such as Castle Learning.

3. Magic Box Productions Residency Program and Trip: All ELLs will be invited to participate in this two week residency program starting in the beginning of April. The program will run each day from 8:20 to 9:05 and will be taught by a licensed ESL teacher, with support from a Magic Box teaching artist. Through this program, students will strengthen their verbal, listening, reading, and writing skills by

### Part B: Direct Instruction Supplemental Program Information

participating in daily workshops centered on building photography skills, as well as developing the ability to tell a story through film. Participating students will take a trip to Battery Park and the Statue of Liberty to take pictures and will showcase their work for parents and students at our Multi-Cultural Festival.

4. Multi-Cultural Festival: Under the supervision of the ESL Coordinator, all ESL students will have the opportunity to plan a schoolwide Multi-Cultural Festival in April. 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, Jeanne Reistetter, and will take place mostly during our regularly scheduled weekly professional development time on Tuesday mornings, 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

Ms. Reistetter will also work individually with teachers during programmed weekly common planning sessions, which are 45 minutes each, on differentiating instruction for ELLs.

### Part D: Parental Engagement Activities

**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 in the spring 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. Refreshments will be served. 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: \$11,200

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> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____