

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q267

School Name:

HIGH SCHOOL OF APPLIED COMMUNICATION

Principal:

DANIEL KORB

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School of Applied Communication School Number (DBN): 24Q267
Grades Served: 9-12
School Address: 30-20 Thomson Avenue
Phone Number: 718-389-3163 Fax: 718-389-3427
School Contact Person: Daniel Korb Email Address: dkorb@schools.nyc.gov
Principal: Daniel Korb
UFT Chapter Leader: Linda Acosta
Parents' Association President: Edison Alulema
SLT Chairperson: Linda Acosta
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Kiara Ramos, Josue Avendaño
Andrew Lau

District Information

District: 24 Superintendent: Elaine Lindsey
One Fordham Plaza, 8th Floor room 835
Bronx, NY 10458
Superintendent's Office Address: _____
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Korb	*Principal or Designee	
Linda Acosta	*UFT Chapter Leader or Designee	
Edison Alulema	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Andrew Lau, Kiara Ramos and Josue Avendaño	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sabel Vega	Member/ Parent	
Ana Mejia	Member/Parent	
Mayra Orellana	Member/ Parent	
Cecelia Heras	Member/ Parent	
Jory Stark	Member/Staff	
Jennifer Cosentino	Member/ Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dawn Kelly	Member/ Staff	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The High School of Applied Communication is committed to developing a productive learning environment that fosters a meaningful and respectful collaboration among students, staff, parents/guardians, and the community in order to achieve common goals. With a strong focus on promoting literacy and communication skills across the curriculum, our instruction is delivered through a standards-based, individualized and authentic learning program. Routines, active engagement, and opportunities to apply new knowledge characterize all classes which supports a culture of responsibility, citizenship, and self-directed, lifelong learning.

The High School of Applied Communication is a high school with 421 students from grade 9 through grade 12. The school population comprises 12% Black, 58% Hispanic, 13% White, 16% Asian students and 1% other students. The student body includes 7% English language learners and 7% special education students. Boys account for 40% of the students enrolled and girls account for 60%. The average attendance rate for the school year 2013-2014 was 87.9%.

Increasing rigor has been part of a long term trend to raise College and Career readiness. For the class of 2011, the index was 11.6%. Currently 37.1% of class of 2016 (cohort Q) will graduate College and Career ready, an increase of 25.5 percentage points over five years.

All seniors participate in a year-long project with our community partner, NCR Corporation. The project, which takes place in all Government and Economics classes, incorporates a variety of skills that students have learned over their four year at HSAC and that they will need as they continue their journey beyond high school, including:

- o Public speaking
- o Collaboration
- o Ongoing research
- o Using evidence to support claims
- o Recognizing multiple perspectives
- o Self-management and assessment
- o Using technology to present ideas

10th and 11th grade students are scheduled for classes that prepare them for certification tests in Microsoft Office and Adobe applications.

All teachers participate in weekly professional development sessions, many of which are teacher led. Even in physical education classes, you will see a high level of student engagement, goal setting, and student self-and peer assessment.

9th grade math teachers are conquering the Common Core by incorporating a discovery model to encourage students to develop the ability to maintain focus and struggle with higher level tasks.

After a rigorous application process, four of our students were selected to be PENCIL Fellows out of hundreds of applicants. They will attend training sessions throughout the spring and will then be matched with a company based on their interests and strengths for a paid summer internship.

We have a variety of special events and programs to bring all members of our school community together, including students, parents, and staff. These include our annual Thanksgiving Family Dinner, our Multi-Cultural Festival, and Awards Receptions in the fall and spring.

Our HSAC Community Book Club meets monthly and has approximately 25 participants, including students, staff, and parents. Through the club, parents are exposed to many of the strategies that students use while reading for their classes.

ELL students participate in a photography program with our community partner Magic Box Productions designed to target skills such as speaking, listening, collaborating, and storytelling through multiple mediums.

Our Art Club has continued to meet on Thursday afternoons to create student-developed murals that adorn the walls of HSAC.

School maintains a friendly and supportive atmosphere. Students feel they belong here and are encouraged to propose and run after school events such as school dances, clubs and special events. One such event was the Smash Brothers computer game tournament, whose attendance included a substantial amount of the student body.

All administrators teach classes, thereby enabling them to be more tightly enmeshed in the school's culture. Between the three of us, we know every student in HSAC.

Guidance staff works closely with students and their families, dealing with the multitude of problems faced by students in a Title I school. Because of their dedication, many of our students are thriving in their classes, including students living in shelters who are also able to participate in Advanced Placement courses and the school softball team.

24Q267 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	421	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	3	# SETSS	8	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	2
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	66.3%	% Attendance Rate			87.9%
% Free Lunch	68.7%	% Reduced Lunch			8.6%
% Limited English Proficient	10.0%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			12.1%
% Hispanic or Latino	58.0%	% Asian or Native Hawaiian/Pacific Islander			15.4%
% White	12.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.63
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.8%	Mathematics Performance at levels 3 & 4			62.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.0%	% of 2nd year students who earned 10+ credits			85.5%
% of 3rd year students who earned 10+ credits	77.8%	4 Year Graduation Rate			69.6%
6 Year Graduation Rate	85.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

During the 2014-2015 quality review process, High School of Applied Communication received a proficient score on indicator 1.1-Curriculum:

School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students:

- School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students
- Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs
- Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged

During the 2014-2015 quality review process, High School of Applied Communication received a proficient score on indicator 1.2-Pedagogy

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products :

- Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts
- Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products
- Across classrooms, student work products and discussions reflect high levels of student thinking and participation
- While student work products reflected high levels of student thinking, ample student-to-student dialogue and evidence-based accountable talk was not seen across all classrooms. In some classrooms, teachers did not ask high

quality questions or encourage students to arrive at new understandings of complex material. While students were on task and expended effort to meet academic expectations, they did not always have an opportunity to formulate their own questions, initiate topics or make unsolicited contributions

During the 2014-2015 quality review process, High School of Applied Communication received a Well-Developed score on indicator 2.2-Assessment:

Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels:

- Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students and teachers regarding student achievement
- The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery
- Across the vast majority of classrooms, teachers' assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will use higher level questions to foster among students as evidenced by a decrease in the number of “Developing” ratings in Danielson Framework Component 3b: Using Questioning and Discussion Techniques by ½ (From 24% in 2014-15 to 12% in 2015-16)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrators will conduct a minimum of four observations throughout the year. These observations will provide the framework for individualized professional development goals.</p>	<p>All teachers</p>	<p>Starting in September 2015 and ending in June 2016</p>	<p>The Principal and Assistant Principals</p>
<p>At least 6 Tuesday Professional Development sessions will focus on Component 3b. All sessions to be facilitated by a general education teacher and a teacher of students with special needs to develop questions that are appropriate for all learners, including ENLs and Special Education students</p>	<p>All Teachers, including Special Education and ENL</p>	<p>Starting in August 2015 and ending in June 2015</p>	<p>Professional Development Committee and select teacher-presenters</p>
<p>Inquiry teams will meet on Thursdays to share best practices, review lessons, and develop and assess rubrics to promote classroom discussions</p>	<p>All subject area teachers</p>	<p>In at least 10 sessions from September through January</p>	<p>Administration, teachers, and Professional Development Committee</p>
<p>Teachers will participate in 2 classroom inter-visitation cycles with their colleagues to offer constructive feedback and to share best practices</p>	<p>All subject area teachers</p>	<p>Starting in October and continuing through April</p>	<p>Teachers and administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session to pay Professional Development Committee, Tuesday Morning Professional Development Sessions, Thursday Morning Inquiry Teams, Title I funds to purchase books for professional development study groups</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, the Advance Observation Analysis Dashboard should reflect that all teachers will have been observed at least twice with no more than 12% of Component 3b rated Developing

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

During the 2014-2015 quality review process, High School of Applied Communication received a well-developed score on indicator 4.2-Teacher Teams:

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

- The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student coherence and increased student achievement for all learners.
- Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students
- Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school

In June 2014, 36% of 9th grade students passed the Common Core Algebra exam and 76% of 11th grade students passed the Common Core ELA exam.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August, 2016, 80% of the students who take the Common Core English Regents will and 80% of students who take the Common Core Algebra Regents will pass.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • All content area teachers will align instruction with Common Core standards, including the integration of writing, reading of informational texts, and vocabulary, in order to enhance the rigor of instruction starting in September, 2015. • Additional professional development for 11th grade ELA teacher focused on reading, writing, and test taking strategies • A baseline assessment will be administered and analyzed in October, 2015 by English and content area teachers. • An interdisciplinary inquiry team will meet each Wednesday afternoon to develop strategies to scaffold learning and analyze subsequent student work. • Regents predictive exams using Castle Learning or Eduware software will be administered two times per semester. • A Saturday Regents prep program will run during the 5 weeks prior to the June Regents. 	<p>All 11th grade students</p>	<p>September 2015-June 2016</p>	<p>All content area teachers, including ELA teachers, with support of administrators</p>
<ul style="list-style-type: none"> • General education teachers will meet regularly with special education and ESL teachers to analyze individual student needs and plan for instruction accordingly. • Saturday Academy will be offered 	<p>All Teachers ESL and SWD students</p>	<p>September 2015-June 2016</p>	<p>Administration, SWD and ESL Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. SBO approved weekly school schedule
2. Per Diem teachers
3. Per session
4. Purchase of Castle Learning and Eduware software

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February, all 9th and 11th grade students will take a school-wide teacher made assessment in Common Core English and Common Core Algebra

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Incoming 9 th graders: Student data, including the 8 th grade New York State English Language Arts Exam and 8 th grade final report card grades are assessed to purposefully program students for AIS services. 10 th -12 th grade students: Common Core and Regents exam data is analyzed as well as report card data and teacher recommendations to purposefully program students for AIS services.	Model reading, scaffolding texts and reading/writing strategies, study of informational texts/documents, Hochman writing intensive.	Small group instruction programmed for select students, one to one peer tutoring and extra classes with teacher.	9 th grade: 1 extra period of English class a week. 12 th grade: 5 extra periods of English Regents Review and/or auditing of English terms 5 and/or 6.
Mathematics	Incoming 9 th graders: Student data, including the 8 th grade New York State English Mathematics and 8 th grade final report card grades are assessed to purposefully program students for AIS services. 10 th -12 th grade students: Common Core and Regents exam data is analyzed as well as report card data and teacher recommendations to purposefully program	Modeling, scaffolding and group work. Data analysis drives instruction.	Small group instruction programmed for select students, one to one peer tutoring and extra classes with teacher.	During the school day; 2 extra class periods a week for 9 th grade.

	students for AIS services.			
Science	Incoming 9 th graders: Student data, including the 8 th grade New York State Science Exam and 8 th grade final report card grades are assessed to purposefully program students for AIS services. 10 th -12 th grade students: Regents exam data is analyzed as well as report card data and teacher recommendations to purposefully program students for AIS services.	Hand on activities with labs and other lessons, use of on line models. Modeling, scaffolding and group work. Data analysis drives instruction.	Small group instruction programmed for select students one to one peer tutoring and extra classes with teacher.	During the day, extra session programmed. After school and during lunch periods teacher and peer tutoring.
Social Studies	Incoming 9 th graders: Student data, including the 8 th grade New York State Social Studies Exam and 8 th grade final report card grades are assessed to purposefully program students for AIS services. 10 th -12 th grade students: Regents exam data is analyzed as well as report card data and teacher recommendations to purposefully program students for AIS services.	Modeling and use of Hochman writing intensive, prime source document analysis, on line resources, Castle learning program as a study/homework tool	Small group instruction programmed for select students one to one peer tutoring and extra classes with teacher.	During the day, extra session programmed. After school and during lunch periods teacher and peer tutoring. 12 th grade: 5 extra periods of Global and United States History Regents Review and/or auditing of Global 3 and/or 4 and/or US History 1 and or 2.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Analysis of: Regents data, report cards data, attendance data as well as parent recommendations and teachers recommendations.	Small group and one to one counseling provided for all at risk students, Parent, guidance and teacher meetings to review data and set individual plans for each student at risk. Advisory program for	Small group and one to one counseling sessions.	During the day and after school as needed

		all 9th grade students.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> • Frequent communication with our Network Human Resources Director when vacancies occur. • The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates. • The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. • The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates. • The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. • The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. • The school maintains a professional library to promote promising and effective practices. • The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All teachers participate in weekly professional development sessions, many of which are teacher led. Twice a year during Election Day and Brooklyn Queens Day professional development activities are designed to allow for teachers to share best practices for integrating the Common Core in lesson planning and developing a deeper understanding of the Danielson Framework.

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

24 teachers will be observed following the Danielson Framework.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Not applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Local Measures committee met in August to decide on assessments

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	174,707.00	X	pages 12,13,27
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,214,768.00		

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

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 the school. **[High School for Applied Communication]**, 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 the school and the families. The 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 Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[High School for Applied Communication]** 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;
- 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;
- 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be 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.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- 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 School 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 the school to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[High School for Applied Communication] , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial 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;

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- 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;

II. 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 completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- 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;
- always try my best to learn.

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: <u>H.S. of Applied Communication</u>	DBN: <u>24Q267</u>
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: <u>26</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>7</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The High School of Applied Communication (HSAC) has a population of 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 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

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"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 267
School Name High School of Applied Communication		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Daniel Korb	Assistant Principal Amy DeMarco
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jeanne Reistetter	School Counselor Marjorie Antione
Teacher/Subject Area Elaine Zarate	Parent type here
Teacher/Subject Area type here	Parent Coordinator Clara Olaya
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	410	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	17
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	2	0	2	16	0	3	19	0	11	0
Total	0	0	0	0	0	0	0	0	0	0

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
Chinese														0
Arabic														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	1	0	1	0
Emerging (Low Intermediate)										2	3	2	0	0
Transitioning (High Intermediate)										4	2	4	0	0
Expanding (Advanced)										9	4	3	0	0
Commanding (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	1		1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										8	5	4	3	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3	0	2	0
Integrated Algebra/CC Algebra	14	0	4	0
Geometry/CC Algebra	3	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	0	0	2	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5	0	3	0
Geography	2	0	0	0
US History and Government	0	0	1	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
According to the data, all students fall into the transitional and expanding or commanding proficiency levels, with the exception of one student who is a beginner. 18 students (not including current 9th graders) moved from either intermediate to advanced or advanced to proficient.
 - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
 - For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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 9th 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new 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:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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. Regents scores and class grades for students, as well as NYSESLAT data is analyzed by the ESL teacher and content area/ special education teachers to identify yearly progress and/ or gaps in achievement.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Once we receive the Home Language identification Survey our ENL Coordinator determines the SIFE status. If the parents answers that the child has had an interruption or inconsistent formal school the SIFE Identification Process begins. The Coordinator will administer the oral interview questionnaire.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The IEP teacher reviews the incoming IEP's and then meets with the ENL Coordinator to meet the needs of students with IEP's who are also ELLs. ELLs who are also students with disabilities receive accommodations that apply to both ELLs and SWDs, as appropriate.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our licensed ESL teacher and ENL Coordinator, Jeanne Reistetter, is responsible for sending out the entitlement and non-entitlement letters to parents via both email and posted mail. As well, 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 how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Within 5 days of ELL determination, parents will be informed of the results of NYSITELL and the ELL status using the NYCDOE standard parent notification letters in the parents' preferred language. Parents have 45 days to appeal the results of the NYSITELL.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a student is identified as entitled to ELL status the LPT Team and ENL Coordinator hold a meeting with the parent within 5 days of the results. The parent is invited to the school and the team and/or the ENL Coordinator present the three program choices through the mandated parent orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

It is the preferred goal of the LPT Team that the parent select the program of their choice by end of the conference. If the parent needs more time to make a selection, the ENL Coordinator will follow-up with a phone call, email or a letter. At the conference it is stated that if the parent does not make a selection the default program will be bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

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.

9. Describe how your school ensures that placement parent notification letters are distributed.

The placement parent notification letters will be explained to the student and will be mailed and/or emailed to the parent. A copy of this letter is placed in the student's cumulative folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation will be copied to the student's cumulative folder.

11. 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.

Our ENL Coordinator, Ms. Reistetter, attends all mandated NYSESLAT training sessions prior to administering the test. After the exams are delivered all testing materials are reviewed by the Coordinator and stored in a secure location. The dates and times are posted in the school for both staff and students to be aware of this testing period and where it is taking place. Students are given appropriate notification and a testing schedule. The tests are given during the ESL class period. If a student is absent he/she will make-up the test as soon as possible and within the testing period.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As mentioned above, our ENL Coordinator will send out the letters via mailing, e-mail and follow-up with a phone call to ask parents if it was received. As well, the letters will be saved in the student's cumulative folder for reference.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Some parents have asked a bilingual program but most parent are satisfied with a free-standing ESL program. After reviewing the data

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
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 9th, 10th, and 11th 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 12th grade ESL students are served in a pull-out program. Students in pull-out programs are heterogeneously grouped.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL Coordinator and the AP in charge of programming, AmyDeMarco, review the results of the NYSESLAT and program students according to their proficiency levels for 2015-16 school year.

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 9th grade focused on writing complexity, grammar, and organizational skills. The ESL teacher meets weekly with 9th 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 core content is delivered in each program model. 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 in all content area classes through the workshop model, which includes an mini-lesson, independent and shared practice and a summary 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 home languages throughout the year?

Our school offers a free standing ESL program only. therefore our ELLs do not take classes in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school curriculum ensures that all four modalities: Speaking, Listening, Reading and Writing of English is happening all year long and in all content classes. The students are evaluated by both their ESL teacher as well as their content teachers. Information between teachers is shared.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school follows the policy and procedures of the DOE ELL Policy and Reference Guide where it pertains to re-identified or non-ELLs.

8. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

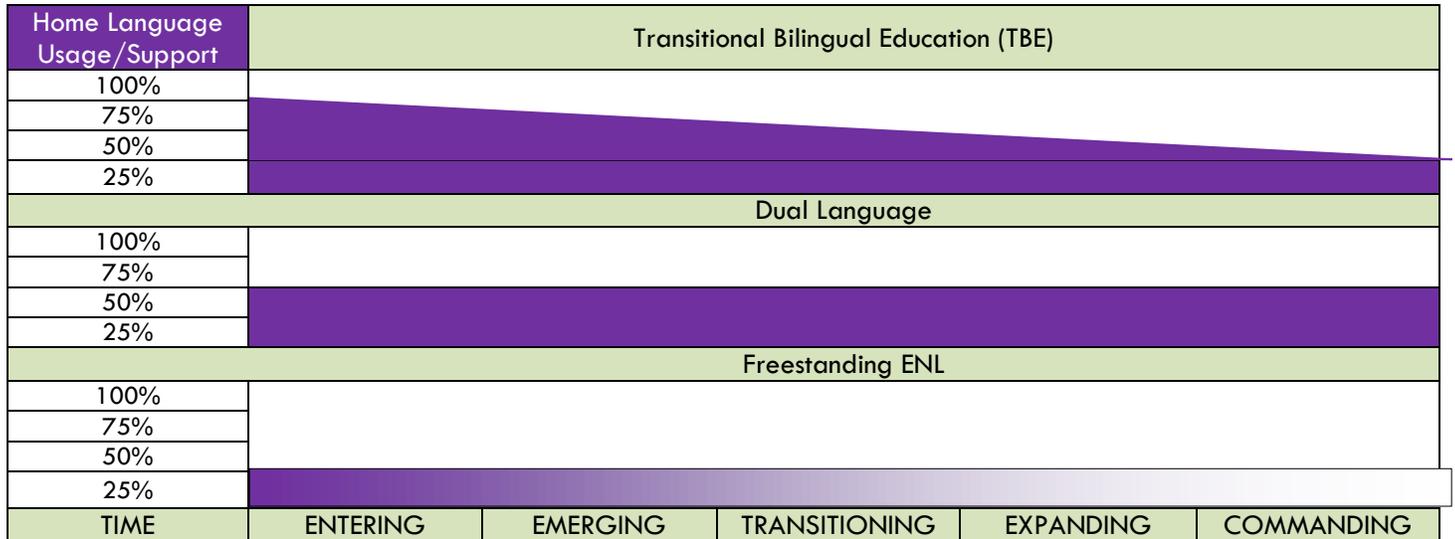


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 9th 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 9th grade ELLs, Book Club, cultural excursions, parental education, Multicultural Fair, extra access to computer lab, as well as Saturday Regents Prep.
11. 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.
12. 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 9th grade students, including ELLs. The goal of the program is to provide students with a more structured and scaffolded approach to writing. 9th 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.
13. What programs/services for ELLs will be discontinued and why?
The contract with Magic Box Productions, Saturday Academy, and the book club will all be cancelled because we lost Title III funding.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 9th and 10th 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services and resources are appropriate to the students' age and levels of language proficiency.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
Spanish is the only language elective offered at the school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ESL teacher regularly attends workshops and PD events held by the DOE Office of English Language Learners. As well the LPT team have access to professional learning opportunities in multiple content areas and that focus on CCLS. During teacher team meetings, inquiry and weekly PD our teachers are ever mindful of keeping abreast of "best practice" trends and currents in the education of ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor meet with ELLs to provide counseling and assistance. They hold meetings with the ESL teacher to review students' progress, and they provide advice for our staff as how to deal with a student if he/she is having a difficult time coping with the changes. Teachers meet in grade teams and departments where they will share concerns they have about how students are transitioning and they will help each other to develop plans to assist them.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our teachers will share best practices for co-teaching and integrating language and content instruction according to the ELL Policy and Reference Guide for all students and English Language Learners. These PD sessions occur weekly in our school as well as the time spent in inquiry and professional planning time.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are encouraged to join the SLT and PTA as well they are invited to all school activities. Please see details in answer one just above.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the following organizations: Commission on Human Rights, the Administration for Child Safety, Western Queens Consultation Center and NYCPD School Safety
5. How do you evaluate the needs of the parents? We evaluate the needs of the parents through monthly SLT and PTA meetings, from their responses on the learning environment survey and from their interaction with our staff. This occurs during school visits, calls made by teachers to discuss student progress, parent teacher conferences and guidance conferences.
6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities address the needs of the parents by giving them a voice to address issues of concern or positive feedback they may have. We utilize their feedback in our planning for topics for our PTA meetings such as college fairs, health information, and how to help students with homework and college planning.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24q267 **School Name: High School of Applied Communicatio**
Superintendent: Elaine Lindsey

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Officials check the Blue Card and the Home Language Survey for preferred language. Parent Coordinator asks the parents when they enter the school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Albanian, Chinese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Newsletter, PTA letters, Respect for All communications, flyers for all events, report card requests, School Messenger automated phone messages.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

IEP meetings,

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parent Coordinator speaks both English and Spanish fluently and translates all newsletters and communications into Spanish. She also sits in on meetings when requested. Automated telephone calls go out in both Spanish and English based on the home language noted in ATS. Text messages go out using the Remind app are likewise translated. Spanish translators are hired for Parent Teacher Conferences in November and March, One teacher speaks Albanian and another speaks Mandarin and are used when requested.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Parent Coordinator speaks both English and Spanish fluently and translates all newsletters and communications into Spanish. She also sits in on meetings when requested. Automated telephone calls go out in both Spanish and English based on the home language noted in ATS. Text messages go out using the Remind app are likewise translated. Spanish translators are hired for Parent Teacher Conferences in November and March, One teacher speaks Albanian and another speaks Mandarin and are used when requested.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Ongoing dialog with parents on an informal and formal basis.