2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 24Q267
School Name: HIGH SCHOOL OF APPLIED COMMUNICATION
Principal: MICHAEL WEINSTEIN
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

BEDS Code: 342400011267

Grades Served: 9-12

School Address: 30-20 Thomson Avenue

Phone Number: 718-389-3163

Fax: 718-389-3427

School Contact Person: Michael Weinstein

Email Address: mweinst4@school.nyc.gov

Principal: Michael Weinstein

UFT Chapter Leader: Linda Acosta

Parents’ Association President: Ms. Marcella Castro

SLT Chairperson: Mr. Daniel Pichardo

Title I Parent Representative (or Parent Advisory Council Chairperson): Guadalupe Paleta

Student Representative(s): Elizabeth Huitzil Paleta-10thgrade

Francesca Reyes – 12th Grade Student

CBO Representative: N/A

District Information

Geographical District: 24

Superintendent: Elaine Lindsey

Superintendent’s Office Address: Elaine Lindsey

Superintendent’s Email Address: ELindse@schools.nyc.gov

Phone Number: 718-281-3517

Fax: 718-281-7690

Field Support Center (FSC)
Queens North

Executive Director: Lawrence Pendergast
28-11 Queens Plaza North, Long Island City, NY 11101
LPender@schools.nyc.gov
917-225-2020

Phone Number: 718-391-8320

Fax:
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Weinstein</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Linda Acosta</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Marcella Castro</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Charlotte Abo-Comitini</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Elizabeth Huitzil Paleta-10thgrade</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Francheska Reyes-12th grade</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable</td>
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<td>Marcela Castro</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Guadalupe Paleta</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Charlotte Abo-Comitini</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Rosa calle de Orellana</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ms. Ok</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Ms. Ackerman</td>
<td>Member/ Staff</td>
<td></td>
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<tr>
<td>Mr. Louis</td>
<td>Member/ Staff</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>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 produce college and career ready students. 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.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The High School of Applied Communication is a high school with 424 students from grade 9 through grade 12. The school population comprises 9% Black, 60% Hispanic, 15% White, 12% Asian students and 4% other students. The student body includes 7% English language learners and 17% special education students. Boys account for 43.87% of the students enrolled and girls account for 56.13%. The average attendance rate for the school year 2015-2016 was 89%.

**Some Instructional Highlights of our school:**

Incoming students are scheduled for classes that prepare them for certification in the area of Microsoft Office and Office 365. By accessing and mastering these 21st century electronic tools, we hope to better prepare students for modern day collaboration and communication and make them more prepared for college and career.

All teachers participate in professional development, common planning and inquiry teams on a monthly basis.

Students have the opportunity to take College Now classes and Advanced Placement courses at LaGuardia Community College. Currently our school is a member of the AP for ALL program, which has made access to multiple AP courses possible for all students. Currently we offer the following AP courses: US History, Spanish, Psychology, English Literature, English Language and Composition.

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.

The 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.

Student recognition is an integral part of school culture. On a monthly basis, the school celebrates students who have achieved academic mastery and made significant improvement in their work (i.e. Student of the Month Breakfast). Additionally, the students who achieve academic excellence are also inducted into the National Honors society. This elite group of students lead various community services projects around the school (i.e. peer tutoring, food drives, etc)
3. Describe any special student populations and what their specific needs are.

Our school currently has 16.33% special education students which are supported largely through Integrated Co-teaching. Within the ICT model of instruction, we have two teachers in the room to support the unique needs of our students. Within these classes, our teachers use the six models of co-teaching to support our students. Through providing students multiple entry points into the curriculum, our students can achieve and be successful.

Our school also has a small number of self-contained classrooms designed to help students further contextualize the curriculum.

4. Identify 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.

**Rigorous Instruction**

**Key Areas of Focus for the 2018-19 school year**

*To increase student engagement through the development of cognitively challenging instruction and high-level discussion using text-based protocols.*

**Rigorous Instruction**

We will continue to develop a rigorous instructional program aligned to the state standards and curriculum. Our teachers will collaborate to develop common core aligned lessons and units of study which provide students increased opportunities to participate in high level learning activities and discussion which require strategic and extended critical thinking (as defined by Webb’s Depth of Knowledge.) This action will result in a five percent increase in the number of teachers receiving effective and highly effective ratings in area of 1.E (“Designing Coherent Instruction”) and 3C. (“Engaging Students in Learning”) on the Danielson Framework for Teaching.
Our school will develop a safe and supportive learning environment, with a focus on a positive school climate, social and emotional learning and academic support. By promoting student voice, collaborating with parents and developing a more supportive school community, our attendance rate will increase 2% by the end of the school year.

**Collaborative Teachers**

Teachers will have increased opportunities to work together in a collaborative environment to support student success and improve the quality of teaching. By working together in teams and model classrooms, we will have a 5% increase in the number of students who receive a 75 or better on the Algebra I regents. Moreover, we will also have a 5% increase in the number in the number of students who receive a 75 and higher on the ELA regents. By achieving this goal, more students will graduate college and career ready.

**Effective Leadership**

Promote a positive school culture through stronger relationships between students and teachers built on trust. By developing clear and consistent expectations for academic achievement and providing students social and emotional support, “student to teacher trust” will increase 2% on the School Quality Guide (i.e. NYC Survey) from the school year prior.

**Strong Community Ties**

A highly engaged group of parent “partners” who support the school through active participation is the cornerstone of any high achieving school. By June 2019, our school will increase our school home partnership will demonstrate a 2% increase in the number of parents or guardians who attend and participate in school events (i.e. Parent Conferences, Parent Teacher Association Meetings, PSAL activities, Multicultural Night).
## School Demographics and Accountability Snapshot for 24Q267

### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 417
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 5
- **# SETSS (ELA):** 9
- **# Integrated Collaborative Teaching (ELA):** 65
- **# Special Classes (Math):** 4
- **# SETSS (Math):** 9
- **# Integrated Collaborative Teaching (Math):** 36

### Types and Number of Special Classes (2018-19)
- **Types:** N/A

### Focus District
- **Crime:** In Good Standing
- **Reward:** Yes
- **Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor):** Yes

### ELA Performance at levels 3 & 4
- **Performance:** N/A

### Mathematics Performance at levels 3 & 4
- **Performance:** N/A

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- **Performance:** N/A

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** 91%
- **Mathematics Performance at levels 3 & 4:** 91%
- **Global History Performance at levels 3 & 4:** 81%
- **US History Performance at Levels 3 & 4:** 87%
- **4 Year Graduation Rate:** 80.2%
- **6 Year Graduation Rate (2011 Cohort):** 88.8%
- **Regents Diploma w/ Advanced Designation:** 22.2%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 22%

### Overall NYSED Accountability Status (2018-19)
- **Reward:** N/A
- **In Good Standing:** Yes
- **Local Assistance Plan:** No
- **Focus District:** Yes
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** N/A

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **Hispanic or Latino:** Yes
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** Yes

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **Hispanic or Latino:** No
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** No

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **Hispanic or Latino:** Yes
  - **White:** N/A
  - **Students with Disabilities:** 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The school has developed a series of Advanced placement classes which has provided students access to college ready courses which includes US History, Psychology, Spanish, English Literature and English Language and Composition. Moreover, the school has increased student participation in The LaGuardia College Now Program four times since the year prior. Additionally, within our science and math program, our students have had the opportunity to access high level "college ready" classes in the area Algebra 2 and Chemistry in record numbers.

Moving forward, regents scores and advanced placement scores indicate that students are still struggling to pass these high level classes. While students are accessing high level classes, data shows that 55 percent of the students passed Algebra 1 and 60 percent passed Algebra II with a college ready score of 75 or better.

In order to improve in these areas, our school has recently hired a new science and math AP to support teacher growth and student achievement. Teacher teams have also been working together on the development of lessons and unit of study which are rigorous, engaging for students and aligned to the common core state standards in order to increase the academic performance of our students. While student regents performance has increased in United States History and Global History and Geography, student performance in science and math has declined, as the school has democratized access to advanced courses. A good example of this is providing students all tenth grade students access to the Common Core ELA exam, where in prior years this was an exam reserved only for 11th graders. Another example of this was in the area of Algebra II, where the school provided students additional access to this exam by 312% in one year. While students have increased access to college ready classes, student performance remains as a challenge, as the pass rate declined to 29% from the year prior. As we increase access and equity to college ready classes, our school needs to increase academic performance. Therefore, we are prioritizing a five percent increase in teacher growth in the following areas to better support student learning (i.e. "1A--Designing Coherent Instruction" and "3C. Engaging Students in Learning" as defined by the Danielson rubric.

Hence, by improving the development of engaging, coherent instruction based upon the incorporation of text based protocols in every classroom, students will have increased support in their learning.

**Part 2 – Annual Goal**

Indicate your school's 2018-19 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.
RIGOROUS

INSTRUCTION

We will continue to develop a rigorous instructional program aligned to the state standards and curriculum. Our teachers will collaborate to develop common core aligned lessons and units of study which provide students increased opportunities to participate in high level learning activities and discussion which require strategic and extended critical thinking (as defined by Webb’s Depth of Knowledge.) This action will result in a five percent increase in the number of teachers receiving effective and highly effective ratings in area of 1.E (“Designing Coherent Instruction”) and 3C. (“Engaging Students in Learning”) on the Danielson Framework for Teaching. By February 2019, there will be a two percent increase in teacher performance in both of the areas stated above.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Starting in September 2018 and ending in June 2019.</td>
<td>Instructional cabinet and Administration.</td>
</tr>
</tbody>
</table>

Professional Development sessions will focused training on the Danielson Framework for teaching and lesson planning. All sessions to be facilitated by members of the instructional cabinet, leadership and outside consultants.

Inquiry teams will parallel the work of the PD teams and will systematically examine student work.

Teachers will be trained on Microsoft Office 365 to help support a culture of electronic teamwork and collaboration in the school beyond the normal work day.

Inquiry teams will meet on Tuesdays to share best practices, review lessons, student work and ensure Common Core alignment to promote the development of engaging lessons and units of study.

Teachers will participate in 2 classroom inter-visitation cycles with their colleagues to offer constructive feedback and to share best practices.

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school will conduct systematic training of parents over the course of the semester in reference to explaining the requirements of what it means to be "college ready". The school will also make parents aware of how to take advantage of new educational opportunities at the school. The school will seek to promote student participation in College Now and advanced placement courses as a pathway towards college success.

The guidance department will lead a series of "college ready" workshops for parents at PTA meetings and seek to systematically engage families into what it means to be college ready and support the development of "rigorous instruction for students." School leadership will also participate in a series of workshops which seek to promote rigorous instruction amongst parents.

By November 2018, our school will conduct a major College and Career fair, inviting over twenty colleges and career adviser's for a series of workshops

By December 2018, the Guidance Department will have offered two college and career workshops for parents at PTA meetings.

By January 2019, 96 percent of the school will have completed a CUNY college application.

By May, 2019, one hundred percent of the Senior class would have completed a CUNY application.

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.

In the past, the school had a multi-session schedule which did not allow for extensive teacher collaboration and sharing of best practices. Starting in the 2017-18 school year, our school has shifted to a single session school schedule which has been optimized to allow for professional development sessions to take place after school for a one hour and twenty minute period time period. Moreover, our school has also developed a Tuesday after-school time block which will allows for parental outreach in the form of case conferencing and additional time for inquiry teams to meet and analyze student work.

Through this important schedule adjustment, we hope to unify the instructional staff around the same training opportunities, which was not possible in the past "multi- session school".

Other resources

human resources

We have hire an AP Math Supervisor to facilitate and improve teacher support and student outcomes in the strategically critical area.

instructional resources
The school will purchase some of the following systems to support student learning:

A. Lexmark Testing and Grading system

B. New Common Core Aligned math text books, AP English composition books,

C. Internet based labs to support scientific inquiry in living environment.

D. Purchase an electronic grading system to transmit assessment information to parents and students in real time (Pupil-Path)

schedule adjustments

NA

teacher per session and per diem

Allocate funds for after-school tutoring (AKA "Our House") and Saturday academic- $10,000

supervisor per session

Allocate funds for after-school tutoring (AKA "Our House") and Saturday academic- $5,000

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</table>

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

**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.

2018-2019/ school year
By February 2019, all 10th and 11th grade students will sit for Mock Common Core ELA exams.

By February 30 2019, teachers will complete an item skills analysis of the Mock Regents exam and reassess students needs based upon item exam data.

By February 2019, each department in the school would have completed a common mid-term and final and have opportunities to reflect of item analysis data using the Lexmark testing and grading system.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department created common assessments (January 2019); Common Core English Regents Exam;</td>
</tr>
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</table>

| Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Answer</th>
<th>Data Trend, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the school’s strengths relative to this Framework element?</td>
<td>• In June 2018, the annual attendance report indicated an 89% attendance rate.</td>
<td>In June 2018</td>
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<tr>
<td></td>
<td></td>
<td>• Graduation rate was 82%</td>
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<td></td>
<td></td>
<td>• According to learning survey data, most students indicate that they are attending school in a safe environment, free from bullying, gangs and other threats to their physical well being.</td>
<td>According to learning survey data</td>
</tr>
<tr>
<td>2.</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Improvement of classroom instruction</td>
<td>At the end of June 2018, teacher evaluation data indicated that 33% of the teacher staff was rated &quot;developing&quot; in the area of planning for &quot;coherent instruction&quot;. Moreover, 3.24% were rated &quot;ineffective&quot; in the area of student engagement. Additionally, 42% of the teachers were rated developing and 4% were ineffective. As some regents scores reflect a 60% failure rate (i.e. Algebra one and Earth Science), our instructional team will focus on curriculum alignment, mapping and the development of common assessments to keep instruction on track for the 2018-2019 school year.</td>
</tr>
<tr>
<td>3.</td>
<td>What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>• In June 2018, the annual attendance report indicated an 89% attendance rate.</td>
<td>In June 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Graduation rate was 82%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• According to learning survey data, most students indicate that they are attending school in a safe environment, free from bullying, gangs and other threats to their physical well being.</td>
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<td></td>
<td></td>
<td>Improvement of classroom instruction</td>
<td>At the end of June 2018, teacher evaluation data indicated that 33% of the teacher staff was rated &quot;developing&quot; in the area of planning for &quot;coherent instruction&quot;. Moreover, 3.24% were rated &quot;ineffective&quot; in the area of student engagement. Additionally, 42% of the teachers were rated developing and 4% were ineffective. As some regents scores reflect a 60% failure rate (i.e. Algebra one and Earth Science), our instructional team will focus on curriculum alignment, mapping and the development of common assessments to keep instruction on track for the 2018-2019 school year.</td>
</tr>
</tbody>
</table>

Hence, we will continue to develop a rigorous instructional program aligned to the state standards and curriculum. Our teachers will collaborate to develop common core aligned lessons and units of study which provide students increased opportunities to participate in high level learning activities and discussion which require strategic and extended critical thinking (as defined by Webb’s Depth of Knowledge.) This action will result in a five percent increase in the number of teachers receiving effective and highly effective ratings in area of 1.E (“Designing Coherent Instruction”) and 3C. (“Engaging Students in Learning”) on the Danielson Framework for Teaching.

Secondly, in order to improve teaching and learning in the school, we are in the process of promote a positive school culture through stronger relationships between students and teachers built on trust. By developing clear and consistent expectations for academic achievement and providing students social and emotional support, “student to teacher trust” will increase 2% on the School Quality Guide (i.e. NYC Survey) from the school year prior.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Students will attend school regularly and participate in a rigorous instructional program which is not only college preparatory in nature, but also nurturing and supportive as evidenced by high degrees of student personalization and extracurricular activities.

By June 2019, our daily attendance rate will increase from 89% to 91%, which will be a 2% increase.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
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<tr>
<td>Evidence-based...</td>
<td>All students</td>
<td>September 2018-June 2019</td>
<td>All HSAC staff, social worker, guidance counselor, attendance teacher, PPS team, administration</td>
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<tr>
<td>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).</td>
<td>All students</td>
<td>September 2018-June 2019</td>
<td>All HSAC staff, social worker, guidance counselor, attendance teacher, PPS team, administration</td>
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</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The parent coordinator in conjunction with the school’s guidance department, will sponsor a series of workshops designed to educate the parents about what it means to be supportive with students at home. Specially, we will host a series of symposiums and teacher guided on cyber-bullying, selecting a college, finding college aid, and other associated workshops.

Part 4 – Budget and Resource Alignment

2018-19 CEP
**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.

Software purchased including *School Messenger* and the *Student Information System* to support outreach for students with less than a 90% attendance rate.

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

<table>
<thead>
<tr>
<th></th>
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**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.

2018-19 school year

At the conclusion of each month, the guidance department and PPS Committee will analyze attendance data and conduct systematic outreach for students who have less than a 90% attendance rate. By February 2019, if our daily attendances reaches 90%, that will be evidence that the school is on course to meets its goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance data will be reviewed from ATS RACL and ROCR reports.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Strength**

As evidenced by the 2017-2018 NYC Survey, teacher to teacher trust increased by 7%. This means that the school exceeded its goal by 2%, which is evidence of strong collaboration from teacher to teacher.

**Priority need**

*Student engagement through critical thinking, problem solving, high-level discussion, experimenting and other hands-on learning activities to promote college and career readiness.*

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June, 2018, we will expand opportunities for teachers to work collaboratively in teams to engage in meaningful professional development designed to improve the use of literacy strategies and student engagement in all classrooms. Through increased opportunities to support teacher collaboration, our teachers will achieve a 5% increase in the number of teachers who receive an effective or better on component 1 E in the Danielson Rubric (“Designing Coherent Instruction”).</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Instructional Cabinet</td>
<td>Teacher Leaders and all staff  September 2018-June 2019</td>
<td>Administration, all staff and all students</td>
</tr>
<tr>
<td>Teacher teams will meet twice a week in departments and interdisciplinary teams to reflect on pedagogy, Common Core aligned curriculum, unit plans, and lesson plans for the purposes of upgrading curriculum to meet 21st century literacy standards.</td>
<td>All Teachers ESL and SWD students  September 2018-June 2019</td>
<td>Administration, all staff and all students</td>
</tr>
<tr>
<td>Research based resources including educational theorists Grant Wiggins, <em>Understanding by Design</em> author James McTigue, and <em>Curriculum Mapping</em> author Heidi Hayes Jacobs will be studied as professional resources.</td>
<td>All teachers  September 2018-June 2019</td>
<td>Administration, all staff and all students</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The instructional cabinet will conduct a series of workshops at PTA meetings to make parents aware of the importance of having a productive relationships built on collaboration and trust.

Parents will be encouraged to support a series of study strategies designed to promote an increase in regents scores.
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.

### Human Resources

- Hire an Assistant Principal Math and Science in order to improve math

### OTPS

- Hire math and science consultant to provide contextualized for support math and science teachers
- Purchase new Math an Science textbooks which include on-line academic support
- Purchase School Messenger to execute parental outreach via School Messenger by sending alerts to notify parents of crucial information such as Testing/Assessment Schedules, special events and reminders of important dates via text, email, and phone calls.
- Set aside TL Translation funds for Legal Interpreting Services to hire translators for Parent Teacher Conferences. Per Session for Guidance Counselors/Secretary to translate during special events- i.e. Freshmen Orientation. $2000
- Subscribe to professional databases such as JSTOR for both staff and students to conduct research projects. $150
- Purchase new computers in order to promote Internet based research $4371

### Per-Session

- Allocate per-session funds to support some of the following instructional items:
- Support continued implementation of AP FOR ALL AP courses by providing professional opportunities direct support to the AP Coordinator and teachers by allocating AP for ALL money. $3400
  - Our House tutoring for regents prep and after-school tutoring
  - Saturday academy for regents prep
  - School clubs to support co-curricular and extra curricular activities
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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**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.

Administration will analyze Advance info, informal and formal observations, and walk-through data on a monthly basis. Composite departmental observations will also produce non-evaluative feedback. By February 2019, all teachers should have participated in at least two learning walks to be considered on target.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Low inference notes from observations, video analysis of classroom practice, analysis of student work in Microsoft Docs writing folders and analysis of data from Advance.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In collegial discussions with staff, a need surfaced for a more systematic approach to academic and social-emotional supports at the school. Addressing these needs will enable students to successfully complete coursework and accumulate credits towards graduation.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, develop and implement an academic and social-emotional support structure which promotes higher levels of student achievement across the school yielding an increase in credit accumulation for 2% of students who are under credited students across 9-11 grades.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</table>
| • Evidence-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). | All staff and students | September 2018-February 2019 | Instructional cabinet including administration |
| Create a research based and teacher directed response to intervention program designed to support struggling learners and using the *Pyramid of Response* as a model of implementation. | All staff and students | September 2018-February 2019 | Instructional cabinet including administration |
| Daily cabinet meetings to track individual student issues using the internally developed *Student Information System*.  
Using our *Student Information System*, teachers will track students’ learning needs and custom tailor support for all learners  
Credit Accumulation through programming | All staff | September 2018-June 2019 | Administration, staff, guidance department, PPS team |
| All students | September 2018-June 2019 | Administration, staff, guidance department, programmer, PPS team |

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Administration will conduct a series of PTA workshops designed to promote understanding of effective school leadership.

Teachers will also speak with parents and explain the importance of participation with the instructional cabinet.

**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.

Teacher per session for after school Academic Intervention Services (i.e. "Our House" after school program.)

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

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<td>Other</td>
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</table>

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.

Interim data analysis will be done three times a semester, reviewing marking period grades. This is to ensure students are supported and will earn credits at the end of the semester. In February 2019, accumulation data will be disaggregated to assess student progress.

Students will take benchmark Common Core ELA exams and Algebra exams in February to determine student progress in these two mission critical exams.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

STARs and the Student Information System

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Source</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
<td></td>
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</table>

Data from 2017-18 school year (parental attendance logs) indicates that 5% of all parents participated in PTA meetings on routine basis. Additionally, attendance at school events, including PSAL activities, and Multicultural Night was up by 20% from previous years.

This year, we are targeting a 5% increase in parental participation at all school wide events and activities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

A highly engaged group of parent partners who support the school through active participation, is the cornerstone of any high achieving school. **By June 2019, our school will increase our school-home partnership by a 5% increase in the number of parents or guardians who attend and participate in school events (i.e. Parent Teacher Association Meetings, PSAL activities, Multicultural Night).** This will be evidenced by analysis of sign in sheets at school events.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Communication and outreach to improve attendance at parent events will include a Parent Coordinator newsletter, PTA outreach, letters from the Principal, learn PupilPath from teachers and School Messenger.</th>
<th>Parents</th>
<th>September 2018-June 2019</th>
<th>Administration, all staff and all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>By December 1st, the school will have deployed the pupil-path system in order to electronically share grades</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student leaders will be included in planning and implementing outreach efforts.</th>
<th>Parents</th>
<th>September 2018-June 2019</th>
<th>Administration, all staff and all students</th>
</tr>
</thead>
<tbody>
<tr>
<td>By December 31st, the entire senior class will have the opportunity to meet with a college counselor and have an individualized</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Incentives for parents to attend school activities will include light refreshments and metrocards.

The school will provide translation services at all school events. Additionally, all informational texts including the parent newsletter and the HSAC website will be made available in multiple languages.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

The NYPD school safety team has partnered with the school to conduct a series of training sessions on bullying and cyber bullying. School Safety has also expressed there willingness to conduct mediation in cases of bullying or cyber bullying.

### 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.

A committee for parent involvement comprised of staff and students will meet after school. Funds will be allocated for School Messenger and translation services.

#### 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
- 21st Century Grant
- SIG
- 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.

By 2019, we will have a five percent increase in parental participation at all parent events will be monitored.

By January 2019, we will have a 5% increase in parents attending PTA meetings compared to 2018.
Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Attendance records

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>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.</td>
<td>Model reading, scaffolding texts and reading/writing strategies, study of informational texts/documents.</td>
<td>Small group instruction programmed for select students, one to one peer tutoring and extra classes with teacher.</td>
<td>&quot;Our House&quot; after school Academic Intervention Program</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>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</td>
<td>Modeling, scaffolding and group work. Data analysis drives instruction.</td>
<td>Small group instruction programmed for select students, one to one peer tutoring and extra classes with teacher.</td>
<td>&quot;Our House&quot; after school Academic Intervention Program</td>
</tr>
<tr>
<td>Teacher Recommendations to Purposefully Program Students for AIS Services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Science

**Incoming 9th graders:**
- Student data, including the 8th grade New York State Science Exam and 8th grade final report card grades are assessed to purposefully program students for AIS services.

**10th-12th 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 online 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.**

**"Our House" after school Academic Intervention Program**

**During the day, extra session programmed.**

**After school and during lunch periods teacher and peer tutoring.**

### Social Studies

**Incoming 9th graders:**
- Student data, including the 8th grade New York State Social Studies Exam and 8th grade final report card grades are assessed to purposefully program students for AIS services.

**10th-12th grade students:**
- Regents exam data is analyzed as well as report card data and teacher recommendations to purposefully program students for AIS services.

**After school tutoring.**

**Small group instruction programmed for select students one to one peer tutoring and extra classes with teacher.**

**"Our House" after school Academic Intervention Program**

**After school and during lunch periods teacher and peer tutoring.**

**After school and after school**

| **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 all 9th grade students.** | **Small group and one to one counseling sessions.** | **During the day and after school as needed.** |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>There is currently 1 student in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

All students in temporary housing receive counseling as needed to provide support for the student and their families. Food, clothing, school supplies, etc. are provided and/or donated by volunteers on an as needed basis and based upon the individual case.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|---|---|---|---|---|
| X | | | |

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.

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

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

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

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.

| NA |

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).

| NA |

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 Instructional Cabinet (Local Measures committee) to meet in September to decide on assessments. Instructional cabinet meets weekly and feedback from the staff will inform decision making. |

4c. “Conceptual” Consolidation of Funds in SWP Schools
**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$174,707.00</td>
<td>X</td>
<td>pages 12,13,27</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,214,768.00</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity—so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School for Applied Communication will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

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**Parental Involvement and School Quality**

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., ESSA/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 ESSA;

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;

## Encouraging School-Level Parental Involvement

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)

High School for Applied Communication, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 SY

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

1. 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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. High quality professional development that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>H.S. of Applied Communication</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>24Q267</td>
</tr>
</tbody>
</table>

This school is (check one):

- [x] conceptually consolidated (skip part E below)
- [ ] NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [x] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [x] 9
- [x] 10
- [x] 11
- [x] 12
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: ____
# of certified ESL/Bilingual teachers: ____
# of content area teachers: ____

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 420 students, 32 of whom are English Language Learners and 27 former ENL students, including Special Education students. The population consists of 18 freshmen, 6 sophomores, 5 juniors and 2 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 proficiency levels range from transitioning to expanding. Spanish is the predominant home language for our ELLs; however, our ENL population also speaks Arabic, Turkish, Telugu, Bangla, Thai, Hindi, Filipino and Urdu.

The ENL instructional design implemented at HSAC includes a “push-in” model where the certified ENL teacher co-plans with different content instructors to give students equal access of the learning activity thereby ensuring their understanding of the academic goals, which is to be assessed at the end of class through an informal assessment. Also, there is a dually licensed ELA and ENL teacher who teaches stand-alone ELA classes with Special Education support since some of our ENL students also have IEPs. Instructional strategies utilized in the classrooms include scaffolding the text and content through different reading comprehension strategies, question and discussion support, inferencing, summarizing, synthesizing and determining relevance or importance. There is a focus on language acquisition and test-taking strategies through vocabulary, sentence and essay level support and guidance, along with grammar, when necessary taught through content and context. The four modalities are consistently stressed and integrated into lessons to ensure that students have ample practice to speak, read, write and listen through different activities. Writing along with reading comprehension is emphasized in all classes, as many students are weaker in this modality based on NYSESLAT and Regents data.

The following programs will be funded through Title III and will serve to supplement the regular class program for all ENL students, as well as to enhance parental involvement. The aim of these programs is to reinforce the content and language support our ENL and former ENL students need in order to develop and become adept at utilizing the skills needed to gain success in the NYSESLAT, Regents and become College Ready students. Resources for these programs will include Regents review books, NYSESLAT preparation books, exam samples and online resources.

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
**Part C: Professional Development**

- name of provider

Begin description here: ____

All teachers at our school teach ENL students, so professional development sessions are held for all teachers throughout the year where attendance will be taken and agendas will be provided. Teachers' work will be collected and scanned into Google Drive for future reference and as models for other teachers. These sessions will be led by our licensed ENL teacher, Jie Dong, and will take place once a month for 4 months during our regularly scheduled weekly professional development time on Monday afternoons. Some of the topics include:

- integrating academic tier 2 and 3 vocabulary in content
- Scaffolding in content areas
- Understanding ENL students’ capabilities at different proficiency levels
- Using formative assessments to drive instruction

Based on our inquiry groups' data analysis in ELA, History and Science, ENL students show difficulty in answering multiple choice questions because of the difficulty in tier 2 and 3. By providing these topics during professional development it will increase awareness of the needs of ENL students. Teachers will be asked to use the scaffolds to assist learning for all the students. Teachers will be asked to bring in student work to showcase and share with the staff. They will make informal assessments of how these strategies are benefiting their students, for example: if students are internalizing the vocabulary learned through different vocabulary strategies then it will be evident in their speaking and writing.

Teachers working in the Title III program will receive professional development through planning with the ENL teacher. The ENL teacher will mentor and guide the content teachers in being aware of the needs of the ENLs, managing expectations of ENL students and how to use the strategies.

**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: ____

Parents will participate in different on-going events to celebrate and honor different ideologies and traditions in our diverse cultures in our school. The Cultural Celebrations Under the supervision of the ENL Coordinator, Ms. Dong, the ENL students will have the opportunity to plan a school wide Thanksgiving Dinner in November and Multi-Cultural Fair in the spring. Participating in these events will foster students’ leadership, organizational skills and literacy skills while practicing language in all four modalities. The fair intends to build student confidence in their languages (native and English), culture and school pride by giving them the opportunity to take ownership and have a vision for this fair that will teach others about themselves and their origins. Furthermore, this will help parents of ENL students to play a larger role by participating in the fair along with the students in writing poetry, poetry slams, teaching others about their culture. The fairs are also a time for the parents to say anything they want to
### Part D: Parental Engagement Activities

say to their child, they will have to opportunity to present a piece of writing in our open-mics. If the piece is in a different language, there will be subtitles projected onto a screen and translated pieces will also be provided in the itinerary. This will be a great way for parents to showcase to their child a talent they have or a touching piece of writing that they have been wanting to share. All parental presentations will be reviewed prior to presentation by the ENL teacher and principal.

Parents will be notified of these events through our newsletters and multilingual flyers which will be mailed home. These newsletters and any informative letters will be translated into all the different languages spoken by the parents by students and proof-read by school staff.

Additionally, our parent coordinator will make phone calls to increase interest and answer questions. At the events, the parents will receive a translated itinerary of the schedules and translations of the presentations. Students and school staff will also be available to assist with translation.

Through conversations with the guidance counselor, an issue of parent disengagement and detachment with the student on an emotional level, academic expectations and understanding of the student's personality and goals was revealed. Our goal is to help bridge a better relationship and more open communication between students and their parents through the open-mic sessions. We will hold an event every two months to commemorate student writing, art and other projects completed in their content classes; parents will be invited to celebrate with the students to reinforce the essence of appreciation for the students' hard work.

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>8000</td>
<td>We will have at least 2 teachers teaching for at least 2-4 hrs per week for 4 months. This includes content teachers and the ENL teacher and their planning time.</td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>666</td>
<td>Student’s supplies, literacy materials, supplemental reading materials for content classes. There will be art materials purchased to help re-enforce ideas learned in history classes, math and ELA through painting, drawing and model making.</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $________

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>1700</td>
<td>To charter a bus to SUNY Albany for a college visitation</td>
</tr>
<tr>
<td>Other</td>
<td>250</td>
<td>Catered food</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12366</td>
<td></td>
</tr>
</tbody>
</table>


DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>267</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Weinstein</td>
<td>Amy DeMarco</td>
<td>type here</td>
<td>type here</td>
<td>Marjorie Antione</td>
<td>type here</td>
<td>Elaine Zarate</td>
<td>type here</td>
<td>Clara Olaya</td>
<td>type here</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>410</td>
<td>32</td>
<td>7.80%</td>
</tr>
</tbody>
</table>

2018-19 CEP 56
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
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<td></td>
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<td>0</td>
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<tr>
<td>DL</td>
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<td>DL</td>
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<td>Total</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   N/A

2. What structures do you have in place to support this effort?
   N/A

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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

2018-19 CEP
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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We have established "Our House" an after school tutorial program in various content area subjects. We also have peer tutoring during school and lunch hours daily.

5. How does your school use 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. What outcome assessments (e.g., NYSELA, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).
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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The Inquiry Team including ENL teachers review the NYSESLAT data from year to year to compare and contrast students' language acquisition progress in the four modalities. The Inquiry team and ENL teacher compiles a list of ENL students with info of their language progress, length of time in an ENL program and HL for all content area teachers and plan a program to meet the student's needs.

Part IV: ELL Programming

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 various content classes five times per week. Students who require additional time are serviced in a pull out program. All 12th grade ESL students are served in either a pull-out/push in program. Students in pull-out programs are heterogeneously grouped.
   b. TBE program. If applicable.
      This program is not applicable.
   c. DL program. If applicable.
      This program is not applicable.

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 programing, review the results of the NYSESLAT and program students according to their proficiency levels for 2016-17 school year.
      a. Entering students receive 540 minutes per week. Emerging students receive 360 minutes per
week. Transitioning/expanding students receive 180 minutes per week and Commanding students receive 90 minutes per week of ENL services by a certified ENL teacher. 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 and social studies classes five times a week and team teaches with the English teacher. Emerging students receive an additional discrete ESL class where content area subjects are revisited and specific language skills are taught. All classrooms are equipped with bilingual dictionaries in students’ specific native languages, and bilingual literature is available in English classroom libraries. The ESL teachers also use language workbooks at levels based on the students’ needs. Students are encouraged to select literature in their native language for independent reading. Students are also encouraged to converse in their native language with one another to offer additional support in making the content comprehensible. The ENL and content teachers focus on academic vocabulary specific to the content and have compiled a list of words in order to make the content more comprehensible to ENL students.

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. However, many ENL students take a foreign language - i.e. Spanish.

5. 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 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. Commanding students are programmed for ENL services for 90 minutes per week and some students are programed 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   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.

7. 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.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other 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.

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
   never had one

11. 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.

12. 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.

13. How is home language support assessed and 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. Translators are brought in in various languages for parent teacher conferences when necessary through the use of the Translation Unit.

14. 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. The ENL teacher reviews student data on ATS.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
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. We share the building with two other H.S. and share the school cafeteria. PSAL sports is an area that all three schools participate in. All three schools have students participating in various sports such as, basketball, track, soccer, rugby and softball.

16. 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. All newly enrolled students and their guardians meet with the ESL teacher and parent coordinator and are given a tour of the school and the student's program.

17. What language electives are offered to ELLs?
Spanish is the only language elective offered at the school.

18. 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

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**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 and non-pedagogic staff.) 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?
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
Within the school, professional development is provided primarily through our licensed ESL teacher, as well as assistant principal. The entire staff meets each Tuesday and Thursday for 45 for either professional development sessions or Inquiry Work. The ENL teacher 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 the ENL teacher 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
  - Academinc 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. 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.

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 opportunites 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.

2. 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 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.

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.

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. 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.
<table>
<thead>
<tr>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Paste response here: Our school will use title 3 funds to provide academic intervention services for ELL students in danger of not meeting graduation requirements within the four years.</td>
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</table>
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Michael Weinstein, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

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<th>Name (PRINT)</th>
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<th>Date (mm/dd/yy)</th>
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<tr>
<td>Michael Weinstein</td>
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<td></td>
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<td></td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Jie</td>
<td>Dong</td>
<td>ENL Coordinator</td>
<td>No</td>
<td>Yes</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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<tr>
<td>Punjabi</td>
<td>1</td>
<td>.18</td>
<td>1</td>
<td>.18</td>
</tr>
<tr>
<td>Nepali</td>
<td>1</td>
<td>.18</td>
<td>1</td>
<td>.18</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>.18</td>
<td>1</td>
<td>.18</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Newsletter, PTA letters, Respect for All communications</td>
<td>The first week of every month</td>
<td>School staff and DOE translation and interpretation unit or a school appropriate vendor to complete the translations</td>
</tr>
<tr>
<td>report card requests</td>
<td>After every semester</td>
<td>Materials will be translated via a translation service or school staff</td>
</tr>
<tr>
<td>School Messenger automated phone messages</td>
<td>When necessary</td>
<td>Staff will contact the DOE interpretation service line</td>
</tr>
</tbody>
</table>

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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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP meetings</td>
<td>As see fit as every student differs</td>
<td>We provide phone translation through the DOE translation and interpretation unit. We also have school staff that perform translation and interpretation.</td>
</tr>
<tr>
<td>Parent teacher conference</td>
<td>Mar 7–8 May 9</td>
<td>School staff and phone translation through the DOE translation and interpretation unit.</td>
</tr>
<tr>
<td>Curriculum night, College outreach night</td>
<td>Quarterly or when we have a special event</td>
<td>We provide phone translation through the DOE translation and interpretation unit. We also have school staff that perform translation and interpretation.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Translated school messenger robo calls. Staff will receive training and information via email on how to utilize the DOE Interpretation line to call parents. There will also be a poster in the main office on how to use the interpretation line to speak with parents of different languages. There will be a print out that is also emailed to all staff on the translation services available and the over-the-phone interpretation line.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The principal supports the Chancellor’s Regulation A-663 by providing Professional Development for staff through the Language Access Kits, its pamphlets and brochures, providing staff access to DOE Translation and Interpretation phone number and the different translation services we have. We have posters in the main office and entrance for parents to point to to communicate their preferred language. We will have phone or staff interpretation readily available for parents when necessary.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

We send monthly flyers and provide brochures and pamphlets from the Language Access Kits for parents during parent teacher conference and curriculum nights to educate of them of their rights to receive language services under the Chancellor’s Regulation A-663.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Ongoing dialog with parents on an informal and formal basis. We will also send home short surveys to gather feedback from parents.