



HIGH SCHOOL FOR PUBLIC SERVICE: HEROES OF TOMORROW

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: HIGH SCHOOL FOR PUBLIC SERVICE: HEROES OF
TOMORROW**

ADDRESS: 600 KINGSTON AVENUE

TELEPHONE: 718-756-5325

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700011546 **SCHOOL NAME:** High School for Public Service: Heroes of Tomorrow

SCHOOL ADDRESS: 600 KINGSTON AVENUE, BROOKLYN, NY, 11203

SCHOOL TELEPHONE: 718-756-5325 **FAX:** 718-363-3206

SCHOOL CONTACT PERSON: Ben Shuldiner **EMAIL ADDRESS** BShuldi@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jason Zanitsch

PRINCIPAL: Ben Shuldiner

UFT CHAPTER LEADER: Jason Zanitsch

PARENTS' ASSOCIATION PRESIDENT: Geenice Calliste

STUDENT REPRESENTATIVE:
(Required for high schools) Zachary Tomlinson

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: KAREN DITOLLA/Nilda Kraft

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ben Shuldiner	Principal	
Jason Zanitisch	UFT Chapter Leader	
Geenice Calliste	PA/PTA President or Designated Co-President	
Steven Howard	UFT Member	
Leslie Moore	UFT Member	
Jin Xiu	Parent	
Maureen Thompson	Parent	
Turleta Stephens	Parent	
Priscilla Smith	Parent	
Lelia Headley	DC 37 Representative	
Jevian Joseph	Student Representative	
Latisha Blackburn	Student Representative	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ **School Characteristics:** HSPS is a small, screened public high school that was opened in the fall of 2003. We serve 397 students in grades 9-12 with a senior class of 96 students. Our female to male ratio is 3:1 and our attendance rate is 92%. Our incoming 9th grade class is most competitive, with 750 applicants competing for 100 slots. Acceptance involves an interview, and we seek students scoring 3s and 4s (on a 1-4 scale) on statewide math and ELA exams in 7th grade and averages above 85% in middle school. Students must also exhibit interest in citizenship and community service.

Recognition: We received an "A" Report Card rating for NYC Schools in 2008 and a Bronze Medal distinction from US News and World Report in 2008. HSPS also received a "Well Developed" from the NYC Quality Review, the highest possible score.

Mission: The mission of the High School for Public Service is to enable students to develop the academic and social skills necessary to be an active participant in their community and society. We strive to nurture students who will actively engage in their communities throughout their lives.

Grading Policy: Our students are graded on a system of "Mastery." With the understanding that students need to achieve proficiency of a certain level and mastery of a given skill, this grading system was designed to meet this goal. Students are required to pass 2 mastery work assignments and a midterm at the end of each marking period with an average of 3 out of 4 on a rubric. If they fail to meet this standard, they are ineligible to pass the class. Academics are quite challenging and students are asked to complete a heavy course load. AP courses are weighted in a 1.1/1 format.

Community Action Now: Community service and citizenship are where the heart of our school lies. Students take a 4-semester community service curriculum which includes community organizing, community leadership, human rights and government participation. Students must also complete 50 hours of community service every year, which is supported through a strong partnership with various community organizations including New York Cares, New Yorkers Against Gun Violence, CORO Exploring Leadership, Project PEACE, GlobalKIDS, among many others. Students have formed committees to organize fundraising and service events, joined the Global and National Youth Service Day citywide planning team, and participated in multiple leadership training opportunities throughout the city.

Specialized Academy Study : HSPS offers rigorous 3-year academies in Medical and Legal studies for interested students. Students must apply for acceptance.

Legal Academy : Administered by a Juris Doctorate on staff, the three-year course sequence explores various fields of law including criminal law, civil law, juvenile justice, corrections, criminology, and constitutional law. Guest speakers, field trips, and activities such as Moot Court/Mock Trial and the National Online Youth Summit enhance their classroom learning. Students may also complete an independent study project or internship in their senior year to complement their classroom studies. The Legal Academy at HSPS is supported by our partner, Cadwalader, Wickersham and Taft, LLP.

Medical Academy: Administered by a physician on staff and supported through a partnership with Kings County Hospital and SUNY Downstate Medical Center, students take a 3-year course in medical studies that presents an introduction to the world of medicine and healthcare. Students study the various organ systems in health (anatomy and physiology) and disease (pathophysiology). In addition, students will learn the standards used to conduct a history and physical of the patient, as well as those employed in the diagnosis and treatment of various abnormalities. The curriculum is designed with the serious and dedicated student in mind.

Advanced Placement: United States History, English Language and Composition, English Language and Literature, World History, and Chemistry.

Extracurricular Activities : Arthur Ashe Medical Program, Drama Club, Step Team, Student Government, HSPS School Newspaper, HSPS Literary magazine, Travel Club, Spoken Word Poetry, Jewelry Making, GlobalKids, Peer Mediation, Gay/Straight Alliance, Project PEACE, SMILE Train, Girls Learn International, Mock Trial/Moot Court, Environmental Club, PSAL Wrestling, Handball, Basketball, Soccer, Baseball, Tennis, Track, Volleyball, Bowling.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		High School for Public Service: Heroes of Tomorrow								
District:		17	DBN #:		17K546	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			90.6	92.5	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			97.2	98.48	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			60.2	64.8	76.3	
Grade 8		0	0	0						
Grade 9		114	100	96	Students in Temporary Housing - Total Number:					
Grade 10		127	110	93	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		97	98	103			0	105	TBD	
Grade 12		68	96	95						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		406	404	387	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	0	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		24	26	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		3	8	TBD	
Number all others		13	18	19						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	2	2	3	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	29	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	9	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	55.2	59.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	37.9	44.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	81	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.8	81	TBD
Black or African American	85.5	85.9	86				
Hispanic or Latino	12.8	12.1	12.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.5	0.8				
White	0.5	0.5	0				
Multi-racial							
Male	22.7	21	22.5				
Female	77.3	79	77.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American				√	√		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White							
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	88.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The High School for Public Service continues to succeed and there is evidence to support this. Our Progress Report scores have increased over the past three years. After receiving a B grade at 66.2% in 2006-2007 we are now sitting at 88.1% with an A. We anticipate our percentage to increase for the 2009-2010 school year. In addition to our high scores, the High School for Public Service continues to meet and exceed its AYP in ELA, Math and Graduation rate. As stated on the most recent Progress Report, our Attendance Rate is at 92.5%, which is up from 90.6% and 89.7% in past years. This rise in our attendance rate can be attributed to the hard work of our attendance coordinator. Our graduation rate continues to be high as we continue to push closer to 100%. This graduation rate places us among the best in the city. Our endless work with our lowest third of students and our use of data to determine the strengths and weaknesses of our students and readiness for Regents has enabled our school to achieve these incredible numbers.

There has been a constant increase in the amount of credits accumulated by our lowest third of the population. This can be attributed to the revamping and strengthening of our Special Education program and also the many early intervention strategies put in place to ensure that our students who struggle most have the support they need to succeed. All intervention strategies are data driven.

The use and reliance on data generated by Periodic Assessments has helped teachers determine which students are on track for and prepared to take Regents exams. This method of using data to inform student readiness has helped to dramatically increase our weighted-Regents pass rate across the board. This increase can also be attributed to the school-wide initiative to incorporate differentiated instruction into lessons whenever possible.

The Learning Environment Survey, Quality Review and school-specific needs assessments have been used to determine staff professional development needs and used to direct administration to other areas in need of attention. This has led to a staff who has bought in to many of the administration's new policies and procedures.

Student failure rates have been analyzed in detail. Data sets have been generated to determine failure rates by marking period which informed teachers and administration of the trends that exist in student effort throughout the year. Additionally, failure rates have been compared between grades and also at each grade level for each cohort progressing through the school. These data sets informed the administration as to what grades, cohorts and marking periods are most troublesome for the school.

Using results from the sources mentioned above, we can take our pick of great accomplishments. Certainly, the one that stands out most is our increase in weighted Regents rate and our continuously high attendance and graduation rates. Teachers at the High School for Public Service continuously embrace challenges and strive to improve not only their teaching but also the achievements of their students. This has played a key role in the school's continuing success.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By August 2011 The High School for Public Service will graduate 90% or more of its grade cohort within four years - (including GED)	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> By June 2011 The High School for Public Service will reduce the number of principal and superintendent suspensions by 5%.	<input type="checkbox"/>
<input type="checkbox"/> By June 2011 The High School for Public Service will have an attendance rate over 90%.	<input type="checkbox"/>
<input type="checkbox"/> By June 2011 The High School for Public Services will have a school-wide averaged weighted Regents Score over 1.00.	<input type="checkbox"/> .

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Graduation

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By August 2011 The High School for Public Service will graduate 90% or more of its grade cohort within four years - (including GED)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> All stake holders at the High School for Public Service view high school graduation as the most important goal for our students. For four years we teach for understanding, motivate students to college, and hope they learn life lessons along the way.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> The High School for Public Service has hired an extra guidance counselor, created a credit recover classes, credit recovery programs during spring break, summer school, and PM school. We have created Regents prep classes, strengthened our special education Regents prep program, and increased awareness of our students' position in relation to graduation, so that all members of the community are aware progress.</p> <p>Additionally, we have purchased software that allows for e-learning and credit recovery both in and out of school. <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Throughout the year, we will constantly evaluate the credit attainment and Regent's exam passing of all students in the cohort. Additionally, progress reports, narrative reports, and individual meetings with the student, the student's family, advisor, and guidance counselor will add insight as to how the student is progressing toward graduation.</p> <p>Each student in the graduating cohort is listed in the principal's office, with their SAT scores, Regents scores and credit accumulation. Any student can ask to see their information, as well as a teacher, parent, or staff member. Because of FERPA all names are covered and only revealed with consent. <input type="checkbox"/> <input type="checkbox"/></p>
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Subject Area
(where relevant) :

Discipline and Behavior

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 The High School for Public Service will reduce the number of principal and superintendent suspensions by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The High School for Public Service has an extensive conduct code where students are held accountable to a high standard of comportment. It has taken years to create this positive yet strict atmosphere. Now the school must create more out reach to our students so that fewer incidents and thus fewer suspensions.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The creation of a peer counseling program, the strengthening of our advisory program, greater outreach to parents, and a stronger relationship with the school social workers, guidance counselors, and support staff, as well as early detection of special education and emotional needs, will hopefully lead to a lowering of occurrences. By putting extra effort into these aforementioned ideas, the school will be proactive and stem the tide of behavior which causes suspensions, creating an even more positive learning environment at the High School for Public Service.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Throughout the year, we will constantly evaluate the suspension reports and demerits accumulated by all students in the school. Additionally, referral reports, peer mediation reports, narrative reports, and individual meetings with the student, the student's family, advisor, and guidance counselor will add insight as to how the school is handling the behavior of students. The numbers of principal and superintendent suspensions are posted on a continuous basis as well as comparison to last year's rates.
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Subject Area
(where relevant) :

Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011 The High School for Public Service will have an attendance rate over 90%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Since the inception of the High School for Public Service in 2003, our attendance has been good. However, as our school increased in size our attendance rate dropped from a first year high of 94% all the way to 88% in our third year.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> We have bought and use a phone master system to reach out to the parents constantly, informing them of both absences and lateness. We hold attendance team meetings and include parents and student voices. We work closely with the guidance department to highlight students with egregious absence issues in order to focus our efforts. We will work closely with the Parent Coordinator the School Leadership Team to increase attendance. We will make more home visits and use money to create incentives for attendance.

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Throughout the year, we will constantly evaluate the attendance data for the school as a whole, as well as for specific advisories, classes, and grades. In addition, referral reports, attendance reports, narrative reports, and individual meetings with the student, student's family, advisor, and guidance counselor will add insight as to how the school is handling the attendance of our students. Daily, weekly, and monthly school attendance rates are posted as you enter the school. Attendance by advisory is also posted at the end of each marking period.

**Subject Area
(where relevant) :**

Weighted Regents Scores

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011 The High School for Public Services will have a school-wide average weighted Regents Score over 1.00.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> When analyzing our school report card and progress report, the dramatic failure of our Regents scores is apparent. Because of this our school has drastically altered the Regents preparation focus.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> We have instituted multiple after-school classes, created special academic classes for students who failed the Regents, and have created a periodic assessment system based on Regents exams so that we can have multiple and longitudinal data for specific students. With this revamping of our school we hope to increase the Regents scores from last year.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Throughout the year, we will constantly evaluate the assessment data for the school as a whole, for specific classes and grades. In addition to class grades, test scores, and previous exam history we give four Regents based assessments each year to all students in the four major subject areas. This information helps inform our staff to teach each student according to their need. Additionally, it highlights which students need to be enrolled in Regents prep and receive special tutoring.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	17	72		78	20		30	
10	14	67		74	45		26	
11	20	79		55	23		18	
12	13	64		23	35		15	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>The ELA department has desgined reading groups during lunch to supoprt our struggling learners. We have also leveled the reading throughout the 9-12 curriculum to best build literacy skills and prepare students for the Regents. Conferences both in-class and during lunch are scheduled to support students literacy and writing skills.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>The AIS services provided by the Mathematics department include weekly Regents exam preparation classes for Integrated Algebra, Geometry and Math B. Students also attend bi-weekly small group lunchtime math tutoring and weekly after-school one-on-one tutoring. Approximately 75% of math students participate in at least one of these programs.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>We have created a new course selection in science to support students who have been unsuccessful in our traditional science course series. This course has a smaller student concentration and focuses on Regents preperation.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>The Social Studies department has imnplemented more interim assessments based on Regents standards. Students have access to assessment data reports in Global History that show their areas of strength and growth. We have also added a US History course for students who need further Regents preperation.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>There are at-risk academic tracking and planning meetings, one-on-one counselor-student meetings in which the student learns how to read a transcript and graduation requirements are discussed and tracked. These meetings also include course selection advisement, weekly progress tracking, attendance tracking, and parent-counselor communication. There is direct service to students in the classroom as arranged with teachers to discuss course credit requirements and Regents requirements. The guidance counselor has weekly meetings with students who failed two or more classes. The guidance counselor also supports students with college and career preparedness through the use of web projection to guide discussion, resume writing workshops, and announcements of internship postings. There is an AIS lunchtime group, in which tutorial support is offered to students through</p>

	<p>small-group, same-grade lunch meetings with students in 9th and 11th grades who failed more than two classes after a marking period. This group includes focus on academic skill building, study skills instruction, organizational support, emotionally support, and counseling offered to discuss life circumstances outside of school that may interfere and complicate school obligations. Guidance counselors perform home visitations and coordinate their services with external agencies, including holding meetings with ACS, hospitals, police, and CBOs, as needed. There are phone and in-school meetings with parents or guardians to discuss current issues with students who may not graduate, in which the counselor and parents discuss barriers to student's success that impact school performance. Finally, guidance counselors coordinate special education services with parents and school staff to ensure that all special education students receive their necessary accommodations and modifications, both inside and outside of the classroom.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>Both group and individual counseling are offered throughout the school day and after school. Crisis Intervention is provided as needed. This includes mediation, abuse and neglect reports, and suicidal ideation or attempts. The social worker is trained as a sexual health educator and provides information on health through conversation and written information. Condoms are also given to students who are eligible. The social worker is also involved in advocacy. For example, representing students and/or their families in court, helping families navigate public assistance and benefits, and helping families with immigration and housing issues.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9, 10, 11, 12

Number of Students to be Served:

LEP 1

Non-LEP 406

Number of Teachers 21

Other Staff (Specify) 13

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Free standing ESL program with the pull out method to meet the needs of our student. Students are mixed homogenously where the proficiency level is similar in one class.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers participate in PD workshops for 100 minutes each month.

Section III. Title III Budget

School: 0
 BEDS Code: 331700011546

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$22,847	<input type="checkbox"/> Though we do not qualify for funding we have created a class to assist students.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> None

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$500	<input type="checkbox"/> Materials for class.
Educational Software (Object Code 199)	\$1000	<input type="checkbox"/> Reading and writing material.
Travel	0	<input type="checkbox"/> None
Other	\$200	<input type="checkbox"/> Cultural trips
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

Our method of assessment is used on a case to case basis. Parents who come into our school for conferences that do not speak English are always provided interpretation and translation if needed.

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

We have found out that our parents understand English and it is rare that they ask us for an interpreter. If they do need interpretation, they rely on family members or friends.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translational services are provided to all families as needed. New students are given a Home Language Survey in order to determine their language preference for communication. Onsite translation is made available by the Bilingual (Spanish) Parent Coordinator and Assistant Principal of Organization. In addition, a special education para is available to provide translation service in Haitian-Creole. In the event that a parent requires services in another language we will work with an outside vendor or utilize the services of the DOE via telephone. Most forms are available on the NYCDOE website in many languages. School letters and brochures are made available in other languages as need.

Currently, the Parent Coordinator has arranged for free translation from the Translation Unit to provide services to translate the Family Handbook into 3 languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□

Onsite translation is made available by the Bilingual (Spanish) Parent Coordinator and Assistant Principal of Organization. In addition, a special education para is available to provide translation service in Haitian-Creole. In the event that a parent requires services in another language we will work with an outside vendor or utilize the services of the DOE via telephone.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

Parents will have copies of Bill of Parents Rights and Family Guide in their language in the Parent Coordinator's office. Posted in front of main office and the parent coordinator's office will be signs stating availability of interpretation and translation services. Additionally, we will work with an outside vendor or the Translation Unit to translate the school's discipline code into other languages. We will advise the SUNY Downstate Campus health center of the need to translate their forms which describe services along with the required parental permission forms.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	256,679	106,345	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3630.24		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12833.95	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,667.90	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
TBD

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Our School as active partnerships with Baruch college and other CUNY institutions. If needed our staff has opportunities to take coursework and workshops that will ensure they meet the standard of being High Quality Teachers. As well, in years past we have had a teachers academy at our school to provide mentoring and support to teachers. This is a program that we can reopen if needed.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

☐ Parental Involvement Policy

I. General Expectations

High School for Public Service (HSPS) agrees to implement the following statutory requirements:

- HSPS will put into operation programs, activities, and procedures that will involve parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents and participating children.
- HSPS will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- HSPS will incorporate this parental involvement policy into its school improvement plan
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, HSPS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 1. That parents play an integral role in assisting their child's learning;
 2. That parents are encouraged to be actively involved in their child's education at school;
 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
 4. That the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

II. Description of How the School Will Implement Required Parental Involvement Policy Components

HSPS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 112 of the ESEA:

- Work with the School Leadership Team (SLT) to develop a plan
- Conduct a Parent Needs Assessment to develop activities
- Establish small focus groups
- Utilize a phone tree to contact parents
- Develop an interactive PowerPoint workshop to plan activities
- Conduct regular SLT and Parents Association Meetings
- Send out mailings, including newsletters and, wherever possible, e-mail notices and telephone reminders

HSPS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Develop focus groups
- Schedule a facilities walk-through for parents
- Plan Open School Week to enable parents to visit classes
- Schedule meetings for parents to review data such as Regents scores

- Continue Principal's Breakfast Chats with Parents on a monthly basis
- Provide question and answer sessions, surveys, and feedback forums to address parents' concerns

HSPS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Schedule time and allocate space and supplies for activities
- Organize a parent curriculum night (for math and science)
- Provide workshops on the grading policy and graduation requirements
- Provide workshops on accessing the HSPS website
- Schedule a transcript review night (one week before winter recess period)
- Provide an interactive Family Technology Fair
- Provide after school tutorials
- Perform attendance outreach
- Provide college information meetings
- Schedule a school-wide conference for parents of students whose promotions are in doubt
- Schedule a conference for parents of students who constantly display behavioral problems

HSPS will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and will use technology, as appropriate, to foster parental involvement by doing the following:

- Providing internet safety workshops
- Providing ESL classes
- Providing computer classes for parents
- Developing a comprehensive Parent Handbook
- Developing a strong policy for getting correct home telephone numbers
- Creating an adult lending library

With the assistance of its parents, HSPS will educate its teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents and in how to implement and coordinate parent programs to build ties between parents and schools by:

- Inviting parents to school activities and inviting teachers to parent activities
- Communicating by monthly or bi-monthly newsletters

- Creating an e-mail newsletter and including articles from school staff
- Creating class newsletters
- Planning retreats for parents and staff
- Inviting parents to events held at medical and law partners
- Establishing advisory family nights
- Constructing a web page

To the extent feasible and appropriate, HSPS will coordinate and integrate parental involvement and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Creating an adult lending library
- Creating a parent resource center
- Planning family game nights
- Scheduling a family cruise
- Planning flea markets and auctions during the school year
- Planning a Meet the Teacher Night

HSPS will take the following actions to ensure that information related to the school and parent programs, including meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, in a language the parents can understand by:

- Getting address verification updates
- Updating attendance information
- Administering language assessment tests
- Translating curriculum portions of newsletters and otherwise communicating in appropriate languages
- Establishing parent mentors who are trained by Community Based Organizations and partners
- Providing translators when appropriate

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact

is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

School-Parent Compact

HSPS will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

- Recruiting highly qualified teachers
- Inviting parents as observers on teacher selection committees
- Providing continuous opportunities for professional development
- Developing rigorous academic courses
- Providing students with academic support services before, during, and after school
- Scheduling a Parents Check-in Meeting with teachers during Week 4 of the marking period
- Scheduling a grade Cohort night
- Providing a calculator workshop for parents
- Providing a Family Physics Fun afternoon
- Providing home support for parents

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Being positive supports to our children
- Monitoring attendance
- Making sure homework assignments are complete
- Staying informed about our children's education by reading and responding to all notices promptly
- Regularly attending school meetings and conferences
- Ensuring that our children get up on time

- Providing quiet space for our children
- Staying in contact with our children's teachers
- Providing nutritious foods
- Retuning phone calls expeditiously
- Providing feedback

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. This policy was adopted by the High School for Public Service on September 8, 2009 and will be in effect for the 2009-2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment is performed at the beginning of each year and at the end through the DOE assessment for the school report card. In addition, the school has implemented interim assessments throughout the year in order to better serve the students as the year progresses. The results of these Needs Assessments have revealed the following:

Staff Needs Assessment

- Summer Professional Development
- Curriculum Planning
- Course Design
- Co-Teaching
- Placement Exams for incoming freshman
- Regents Exams scores in advance
- Weekend staff retreats

Grade cohort meetings to discuss:

- Class failures
- Pass rates
- Referrals to PPT Committee
- Small group instruction
- After School Programming
- Regents Prep Programs
- Counseling Services

Parents Needs Assessment: The following activities are a result of a Parent Survey:

- Regents Prep Programs
- Parent Resource Center
- Parent Computer Classes
- Parent email newsletters and updates
- Planning retreats with school staff
- Family Curriculum Workshops
- Developing a Parents Comprehensive Handbook
- Family Fitness/Weight Control
- Family Cooking and Nutrition Classes
- Parent ESL and Literacy Classes including GED

Students Needs Assessments Activities:

- Summer Meetings with Student Government
- Monthly Town Hall Meetings
- Development of Comprehensive Survey for all students
- Grade Meetings
- Teacher-Grade Meetings
- Student Voice
- Club and Organizations
- Campus-wide Events

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

1. School-Wide Reform Strategies are designed to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school provides the following programs to increase learning time through before and after school programs:

- Guidance college planning and family info events
- Regents Prep tutorials and laboratory time
- After School enrichment programs including clubs, physical fitness, and the arts
- Community Service Program (including required course for 9th grade students)
- Community service opportunities
- Exploring Leadership internships for college and career awareness
- Peer mediation services
- Small group tutoring during the day and after school
- Counseling services, individual, small group and family
- Regents Prep classes for students who are struggling with meeting the State standards
- Guidance intervention for students who are not accumulating credits and/or struggling with classes
- AP Classes

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

Instruction by highly qualified staff. All staff members, with the exception of two are highly qualified and teaching in their content area designation.

- o Help provide an enriched and accelerated curriculum.

□

School-Wide Reform Strategies are designed to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school provides the following programs to increase learning time through before and after school programs:

- Guidance college planning and family info events
- After School enrichment programs including clubs, physical fitness, and the arts
- Community Service Program (including required course for 9th grade students)
- Community service opportunities
- Exploring Leadership internships for college and career awareness
- Peer mediation services
- Small group tutoring during the day and after school
- AP Classes
- Health and Law Course Concentrations

o Meet the educational needs of historically underserved populations.

School-Wide Reform Strategies are designed to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school provides the following programs to increase learning time through before and after school programs:

- Guidance college planning and family info events
- After School enrichment programs including clubs, physical fitness, and the arts
- Community Service Program (including required course for 9th grade students)
- Community service opportunities
- Exploring Leadership internships for college and career awareness
- Peer mediation services
- Small group tutoring during the day and after school
- Counseling services, individual, small group and family
- Guidance intervention for students who are not accumulating credits and/or struggling with classes

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

School-Wide Reform Strategies are designed to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school provides the following programs to increase learning time through before and after school programs:

- Guidance college planning and family info events
- Regents Prep tutorials and laboratory time
- After School enrichment programs including clubs, physical fitness, and the arts
- Community Service Program (including required course for 9th grade students)
- Community service opportunities
- Peer mediation services
- Small group tutoring during the day and after school
- Counseling services, individual, small group and family
- Regents Prep classes for students who are struggling with meeting the State standards
- Guidance intervention for students who are not accumulating credits and/or struggling with classes

o Are consistent with and are designed to implement State and local improvement, if any.

NA

3. Instruction by highly qualified staff.

100%

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development is provided for all teachers each month as part of the mandated 100 minutes. In addition, the school has created a teacher led Professional Development Committee who plans and conducts all workshops for teachers. The focus of this committee is to improve differentiated instruction. Teachers are also encouraged and supported financially to attend national conferences and workshops in their field.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

NA

6. Strategies to increase parental involvement through means such as family literacy services.

Parents have a monthly newsletter which serves as a major communication device. In addition, email is beginning to be utilized to deliver information more e efficiently.

The Needs assessment have expressed a desire for ESL classes and GED prep. The Parent Coordinator is working with community based organizations to develop possible courses at the school.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school has opted for Design Your Own period assessments. These teacher created exams assess the students progress 4 times a year allowing teachers to provide intervention services as problems occur. This has also enabled teachers to differentiate their instruction to better serve the needs of the students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who experience difficulty mastering the proficient and advanced levels of academic achievement are provided with additional assistance through:

- After school academic support
- Lunch time programs in the content areas
- Counseling services and guidance meetings
- Regents Prep classes
- Reduced class size
- Small group instruction
- Advisor support 2 periods per week

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

NA

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
 We are not TAS

2. Ensure that planning for students served under this program is incorporated into existing school planning.

We are not TAS

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

We are not TAS

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

We are not TAS

c. Minimize removing children from the regular classroom during regular school hours;

We are TAS

4. Coordinate with and support the regular educational program;

We are not TAS

5. Provide instruction by highly qualified teachers;

We are not TAS

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

We are not TAS

7. Provide strategies to increase parental involvement; and

We are not TAS

8. Coordinate and integrate Federal, State and local services and programs.

We are not TAS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)
11
2. Please describe the services you are planning to provide to the STH population. □ Our Guidance department updates where these students are placed and contacts the shelters consistently. We ensure, by working with staff at the temporary housing sites, that our students receive the services they are entitled to and have access to opportunities such as work-training programs, college tours and support groups. We have a working relationship with the community service agency 'The Door' and are looking to expand the access our students have to support networks. We also provide one on one and group counseling at school and when possible assist with material needs including winter clothing and money to cover dues and trips.

Part B:

Part B - For Non-Title I Schools

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Public Service: Heroes of Tomorrow					
District:	17	DBN:	17K546	School		331700011546

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	92.5	92.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	100	96	112				
Grade 10	110	93	105				
Grade 11	98	103	87				
Grade 12	96	95	103				
Ungraded	0	0	0				
Total	404	387	407				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.2	98.5	94.6

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.2	76.3	72.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	105	7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	24	26	3
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	8	1
Number all others	18	19	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	29	27	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	9
# receiving ESL services only	2	3	TBD				
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	1	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.2	59.3	69.2
				% more than 5 years teaching anywhere	37.9	44.4	53.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	81.0	84.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	78.8	81.0	87.7
Black or African American	85.9	86.0	86.7				
Hispanic or Latino	12.1	12.7	10.6				
Asian or Native Hawaiian/Other Pacific	1.5	0.8	1.5				
White	0.5	0.0	0.2				
Male	21.0	22.5	23.8				
Female	79.0	77.5	76.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native						
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White						
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	82.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	49.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 405 Ditolla	District 17	School Number 546	School Name HS for Public Servic
Principal Ben Shuldiner		Assistant Principal Marisa Boan	
Coach		Coach	
Teacher/Subject Area Marisa Boan/CB		Guidance Counselor Sarah Kornhauser	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Eric Ferreira	
Related Service Provider Rachel Mickenberg		Other	
Network Leader Karen Ditolla		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	401	Total Number of ELLs	1	ELLs as Share of Total Student Population (%)	0.25%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

LAP 2010-2011

Part 11: ELL Identification Process

Describe how you identify English Language Learners (ELL's) in your school.

When parents first enroll their child in our school, it is the responsibility of Guidance Counselor to discuss home language with the family. The Guidance Counselor performs informal oral assessment while interviewing the child. After the child is accepted to our school (screened school) we follow the procedures as outlined in the ELL Parent Information Case.

Step 1: Home Language Identification Survey. At enrollment, a Guidance Counselor meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents complete to show what language the child speaks at home. If needed, the Assistant Principal (Spanish) or a School Aide (Haitian-Creole) conducts an informal interview in the native language. If another language translation is needed we make every effort to find translation service, first at our Campus schools, and then by reaching out to the NYCDOE Translation Services Unit.

Step 2: Language Assessment Battery-Revised. Once a Guidance Counselor collects the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for State-mandated services for ELLs. This exam is administered by the school's Assistant Principal who is directly responsible for the instruction of all ELL's in the school.

Step 3: New York State English as a Second Language Achievement Test (NYSESLAT).

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

2. Structures for Understanding Three Programs

New Parent Orientations are held each September to discuss curriculum. If we have identified ELL's as part of our incoming class or as part of our transfer student population the following will take place:

Two types of ELL Parent Orientations

A. Identification & Placement

Provide ELL parents with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection. If this orientation is needed it is conducted based on Model C. This parent orientation is conducted by parent coordinator with the assistance of school administration and a teacher.

B.Orientation to provide information about curriculum

Provide ELL parents with information about the core curriculum, learning standards, expectations for students, and assessments. This orientation occurs in September of each year. This parent orientation is conducted by parent coordinator with the assistance of school administration, ESL teachers, classroom teachers, and parent coordinators.

3. Entitlements Letters, Parent Surveys, and Program Selection

Entitlement Letters, Parent Surveys, and Program Selection Letters are distributed from the Main Office under the supervision of the

Assistant Principal. The school employs a school aide responsible for parent outreach. If letters are not returned every effort is made to contact the parent.

4. Identified ELL students are placed in classes according to their level as identified on the LAB-R exam. The ESL Program at the High School for Public Service is a Free Standing ESL Program where ESL strategies are infused into all areas of the curriculum. Students receive 240 minutes of ELA instruction per week along with 240 minutes of ESL instruction by a licensed teacher.

5. The High School for Public Service is a small screened school. Currently, we have 1 ELL. Most students who come to us have English as their home language. Based on past registration, most students have passed the LAB-R and therefore have not qualified for ESL services

6. The model at HSPS is a Free Standing ESL model. This model has been satisfactory with the needs of our population.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In											1			1
Total	0	0	0	0	0	0	0	0	0	0	1	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	Special Education
SIFE		ELLs receiving service 4-6 years	Long-Term (completed 6 years)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				1						1
Total	0	0	0	1	0	0	0	0	0	1

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali											0			0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The High School for Public Service is a small school which currently serves approximately 401 students. The school is a screened school and therefore has a limited amount of ESL students to serve. Because of our extremely small population of ESL students (1/401 or .002) the school has elected to implement an Instructional Model of Free Standing ESL Program with the Pull Out Method to meet the needs of these students.

Students are mixed homogeneously where the proficiency level is similar in one class. The need for classes of different levels has not been an issue at our school. If, in the future, our student population warrants additional classes they will be provided.

2. The Free Standing ESL program exceeds the requirements of the mandated number of instructional minutes for the proficiency level of our current student. ESL, ELA, and NLA instructional minutes are delivered as follows:

As a Free Standing ESL Program:

- Language Arts is taught using ESL and ELA methodologies.
- Content areas are taught in English using ESL strategies.
- Students receive 240 minutes per week of ELA instruction in a class which is taught by two teachers(team teaching)
- Students receive 240 minutes per week of ESL instruction by a qualified teacher using the Pull-Out method of instruction
- Students are provided with additional support though after school academic programs

3. Content areas are taught in English using ESL strategies and methodologies. All students receive 240 minutes of instruction in each major content area each week. Strategies for vocabulary and oral language development are infused in each classroom. Teachers participate in professional development workshops at the school level for 100 minutes each month. These workshops are conducted by the Administration and Teacher-led professional development team. Workshops on integrating ESL strategies are conducted as needed.

4. The High School for Public Service has utilized differentiated instruction practices for over 3 years. Our school serves as a model within our network for differentiation. All teachers incorporate differentiation, regardless of the subject matter or level of student.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. A targeted intervention program is offered for students in ELA. Students participate in a Writing Workshop class for 240 minutes each week. This class utilizes ESL strategies and supports the work of the other content areas.
6. Once students reach proficiency on the NYSESLAT they continue to be provided with transitional support for two years. This support includes participating in the Writing Workshop class along with testing accommodations allowed by law.
7. The Writing Workshop will continue to serve as transitional support. With one EL we will not be expanding our programs at the current time.
8. No existing programs will be discontinued.
9. ELL's are afforded equal access to all school programs. Currently there are no specific programs offered after school which are targeted to ELL's. Our current population does not allow for specific programs.
10. The school uses a differentiated instructional model which allows for the selection of various texts in all content areas. Technology is infused into the curriculum and all students have access to text in audio version if needed to support their learning. The Writing Workshop class uses Thinking Reader as supplemental material.
11. Native language support is not delivered in our program.
12. All required services support, and resources correspond to the ELL's age and grade level.
13. An orientation is held in June prior to admission to provide information about curriculum. This orientation helps the students understand the curriculum, learning standards, expectations for students, and assessments. This orientation occurs in June of each year. Students are given an informal writing assessment to assist with class placement.
14. Language electives offered at our school include Spanish and French.

C. Schools with Dual Language Programs

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

We do not have a Dual Language Program

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Teachers participate in professional development workshops at the school level for 100 minutes each month. These workshops are conducted by the school administration and by a teacher-led professional development committee.
2. A Ninth Grade curriculum night is held each year to make parents aware of the curriculum and classroom expectations. Ninth grade questionnaires help teachers to better understand students' strengths and weaknesses.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent Involvement

1. Parent involvement in our school is growing. Currently the Parent Coordinator arranges two family meetings each month. Attendance at these meetings has been growing steadily since the decision to hold one meeting in the evening hours and one on a Saturday. In addition, the Parent Coordinator arranges monthly workshops and/or presentations based on the parents' needs and interests.
2. The school recently partnered with We Are New York Community Leadership Project. This organization will provide conversational ESL classes for our parents on a weekly basis.
3. Parent needs are evaluated several times throughout the year. In addition to the NYCDOE Parent Survey, our school has developed its own survey which is administered twice a year. This survey is done during Parent Teacher Conference. This survey helps us determine interest in after school programming and parent workshops.
4. The results of the surveys determine the type of workshops and presentations that are given to the parents. In addition, the SLT often works of projects based on the information and needs that are acquired during their monthly meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

	I													
	A													
	P										3			

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	2		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The school uses Pearson Learning DRA to assess the literacy skills of new students. In addition, the school uses periodic assessments in four content areas (ELA, Math, Science, and History). These exams are administered four times each year to all of our students, including ELL's. These periodic exams are Regents-based exams and are used to predict students' performance on actual Regents exams in June.
2. Students at the advanced levels perform well on Regents exams. Passing rates are 100%.
3. With only one ESL student there is insufficient data to determine patterns.
4. The school uses periodic assessments in four content areas (ELA, Math, Science, and History). These exams are administered four times each year to all of our students, including ELL's. These periodic exams are Regents-based exams and are used to predict students' performance on actual Regents exams in June. Teachers use the results of the periodic assessments to make instructional decisions in the classroom. Based on the results they implement differentiated lessons as needed.
5. We do not have a Dual Language Program
6. The success of all students is evaluated based on the school's policy of Master Work. Mastery Work is a series of projects that must be completed in each subject area. Through revision and teachers feedback students are expected to demonstrate mastery in each subject area in order to gain credit for a course.

Additional Information

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

No additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/2010
	Assistant Principal		
	Parent Coordinator		10/26/10
	ESL Teacher		
	Parent		
	Teacher/Subject Area		10/26/2010
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		10/25/2010
	Network Leader		
	Other		