



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LEADERSHIP AND PUBLIC SERVICE HIGH SCHOOL

DBN: 02M425

PRINCIPAL: PHILIP SANTOS (I.A.) EMAIL: PSANTOS@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Philip Santos	*Principal or Designee	
Richard Bernstein	*UFT Chapter Leader or Designee	
Melanie Mendonca	*PA/PTA President or Designated Co-President	
Michael Mehmet	DC 37 Representative, if applicable	
Sejla Ali Kimberly Ramirez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carolina Ibanez	Member/Teacher	
Sara Mitchell	Member/Teacher	
Lillian Pacheco	Member/Parent	
Veronica Dozier	Member/ Parent	
Shana Marks-Odinga	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, we will develop a stronger culture of distributive leadership where teacher leaders will participate in the overall academic culture of the school.

Comprehensive needs assessment

- Teacher leaders are an essential component of a highly effective school community. At the start of the 2011/2012 school year, other than the special education coordinator, and the head dean, teachers were not in positions of leadership.
- In every aspect of the NYC School Survey 2010-2011 Report, our school scored below the city average.

Instructional strategies/activities

- Identification of potential leaders—By October 1st 2011, 4 grade team leaders, 1 arts coordinator, a 4 member innovation team, and 4 content team leaders will be identified.
- Introduction of Charlotte Danielson's Framework for Teaching.
- Implementation of frequent high quality feedback in terms of instruction and leadership roles (a minimum of 10 visits per teacher).
- By October 15th 2011, an invitation to cabinet meetings will be extended to a select group of staff members.
- By October 15th 2011, a leadership study group will be established.
- Ongoing focus of professional development (provided by Network 411) for grade and content team leaders.
- Targeted training in terms of the common core standards in Mathematics and ELA provided by Network 411.

Strategies to increase parental involvement

- Providing assistance to parents in understanding City, State and Federal standards and assessments.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing recruitment of potential staff members
- Enhancing the interview process by mandating a demo lesson with peer and student evaluation
- Require staff to attend ongoing network professional development
- Organize numerous school visitations
- Enrichment opportunities due to the new leadership roles that are being developed.

Service and program coordination

- Teachers are participating in various network 422 professional development opportunities.
- Teachers have applied and received the School Wellness Grant and they have taken the leadership role in this initiative.
- Teachers are in the process of applying to the IZONE 360 city initiative.

Budget and resources alignment

- PS from Contract for Excellence (\$25,000) and OTPS from Title I SWAP (\$10,000)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Over the course of the 2011-2012 school year, we will create and enhance the existing safety net for our students through a tiered intervention program.

Comprehensive needs assessment

- 2 guidance counselors for 606 students are insufficient.
- At the start of the 2011/2012 school year, there lacked an advisory program.
- Although the 2009/2010 Quality Review mentioned that teacher teams were in place staff members shared that they did not meet, in a consistent basis, for over 2 years. Collaboration in grade teams was nonexistent.
- 66 students in cohort N were significantly off track towards graduation.
- Credit accumulation in the 11th grade was 12 points below the peer index.
- A significant component of the small school structure is the ability to track, monitor and support all students.

Instructional strategies/activities

- The creation of a Leadership/Advisory course for the 9th grade, (15 students per class). The teacher will loop with his or her students for 4 years. Next year, we will add a 10th grade Leadership/Advisory course, and within 3 years, every child will be part of the program.
- The formation of grade teams in order to track the academic and behavioral progress of students.
- Introduction of RAMAPO's Behavioral Intervention Plan.
- Introduction of AVENTA program for both enrichment courses and credit recovery.
- Saturday Academy for enrichment and credit recovery opportunities.
- Trinity church tutor partnership.
- Enhancement of SUMMA mentorship program.
- Development of the "guardian angels" program. "Guardian angels" are staff members who will track graduation for Cohort N students.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing recruitment of potential staff members
- Enhancing the interview process by mandating demo lesson with peer and student evaluation
- Require staff to attend ongoing network professional development
- Organize numerous school visitations

Service and program coordination

- Syracuse University Mentor/Mentee Alliance.
- Partnership with Trinity church.

Budget and resources alignment

- PS TL Fair Student Funding (\$50,000) and OTPS Title I SWAP (\$10,000)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By April 2012, we will develop and implement a new program that aligns to our IZONE360 instructional vision of personalized instruction.

Comprehensive needs assessment

- Staff members, administrators, students, parents, and partner organizations have expressed concern in terms of the allocation of time, course selection, programming decisions, common planning and professional development.
- Issues in special education, transcript analysis, and classroom management were significant.
- Credit accumulations, in various sections of the 2010 – 2011 Progress Report, were below city average.
- Extra credit points in the Closing the Achievement Gap section of the 2010 – 2011 Progress Report was lacking.

Instructional strategies/activities

- By October 1, 2011, a programming committee will be established. The programming committee will meet biweekly in order to share ideas from school visits and brainstorm what changes could work for our school.
- By January 1, 2012, 10 schools will be visited by staff members.
- By February 1, 2012, a plan will be agreed upon.
- In April 2012, initial programming draft for the 2012/2013 school year will be completed.

Strategies to increase parental involvement

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Strategies for attracting Highly Qualified Teachers (HQT)

- Ongoing recruitment of potential staff members
- Enhancing the interview process by mandating demo lesson with peer and student evaluation
- Require staff to attend ongoing network professional development
- Organize numerous school visitations

Service and program coordination

- NYC IZONE360 initiative.
- Syracuse University Informational Technology program.

Budget and resources alignment

- PS from Contract for Excellence (\$10,000) and OTPS Title I SWAP (\$5,000)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	142	42	126	15	149	0	8	1
10	58	26	27	160	75	0	4	2
11	130	37	35	40	90	0	6	3
12	8	16	26	24	55	0	8	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	We provide after school tutoring on Tues., Wed., and Thurs., We also provide a double period for freshmen every day. In addition, we provide intensive Regents Prep one month before the exam after school and on Sat.
Mathematics	After school tutoring is provided on Tues, Wed, and Thurs. A double period of math is given to freshmen every day. In addition, we provide intensive Regents Prep one month prior to the exam after school and on Sat.
Science	All 9th graders are taking Living Environment this year. Tutoring is provided on Tues, Wed, and Thurs. Intensive Regents Prep is offered 1 month before the exam after school and on Sat.
Social Studies	In contrast to the 9th graders, the 10th graders are programmed for a double period of Global History whereas the 2nd period is used for Regents Prep. As in the above mentioned areas, tutoring and Sat. Regents Prep class is also offered.
At-risk Services provided by the Guidance Counselor	We provide individual and group counseling on an ongoing basis. Large group and classroom presentations are done on an as needed basis as well. Parent and phone conferences when necessary. Crisis interventions, consultations with teachers and outside referrals when needed. Academic and attendance interventions.
At-risk Services provided by the School Psychologist	The School Psychologist is at our school 1 x per week. She is unable to have a caseload due to her demanding testing schedule.
At-risk Services provided by the Social Worker	In addition to the mandated caseload, we provide individual and group counseling to at risk students and their families. This counseling can be short or long term. We provide crisis intervention, parent and phone conferences and referrals are made to outside agencies and community based organizations.

At-risk Health-related Services	We provide crisis intervention and short term counseling. In addition, we refer students and their families to outside and community based organizations.
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Michael Alcoff	District 02	Borough Manhattan	School Number 425
School Name Leadership and Public Service H.S.			

B. Language Allocation Policy Team Composition [?](#)

Principal Philip Santos	Assistant Principal Mr. Bronsnick
Coach type here	Coach type here
ESL Teacher Allan Marks	Guidance Counselor Ms. Lebron
Teacher/Subject Area Mr. Bodofsky-Spanish	Parent Melanie Mendonca
Teacher/Subject Area Ms. Villa-Spanish	Parent Coordinator Valerie Casey
Related Service Provider Mr. Marks-ESL	Other type here
Network Leader Michael Alcoff	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	609	Total Number of ELLs	33	ELLs as share of total student population (%)	5.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
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. 

All students admitted to Leadership and Public Service High School (LPSHS) from NYCDOE schools regardless of entrance grade carry their ESL status with them. All ELL students received have access to proper ELL services based on their ELL designation. During the intake process in the fall the Pupil Personnel Secretary disseminates and collects the HLIS and conducts interviews to determine the needs of students. As students transition from middle school to high school, they receive academic counseling and intervention through a specifically assigned guidance counselor. The parents association and parent coordinator support families in the transition via workshops and through facilitating translation services if requests are made by parents for such services. We have a 9th grade orientation for freshman every June. All students are invited, including ELL students. All students admitted to LPSHS from NYCDOE and non NYCDOE schools are given the HLIS. The survey is administered by Pupil Personnel Secretary. Teachers and counselors who have been trained by a licensed ESL teacher, Mr. Marks, under the watchful eye of Pablo Schelino. We are available at different times of the day in case a new student arrives and we are required to start the process once he or she is identified. At that time Home Language Identification Surveys (HLIS) are handed out or mailed to all identified second language families in their native languages. The LAB-R tests are administered, if the student is eligible, within ten days and if the student is Spanish speaking, the test is administered in English and Spanish. The exams are administered by our licensed ESL instructor, Mr. Allan Marks. Each year, all students with ELL status take the NYSESLAT exam, regardless if they are "x-coded" or not. The NYSESLAT exams are also administrated by our ESL instructor in the proper time periods each year once ELLs are identified. The results of those standardized tests decide where a student is placed (at beginner, intermediate or advanced level). We look on ATS to find up to date scores. Mr. Marks speaks English so if another language is needed Mr. Bodofsky, one of our Spanish language teachers, has been used for Spanish speakers. For beginning Chinese or Arabic students or parents we have used paras to help in explaining details. This information about NYC DEPT. of ED language class choices is provided during open house and orientation. Office staff and guidance offer translated versions of the form letter explaining the choices offered in N.Y.C. for immigrant families. In September, ELL students and parents are invited to participate in the first Parents Association meeting. Parents watch a video informing them of the three choices available to them by the DOE. This is followed by a question and answer period. Parents are given the choice for ESL, Dual language, or Bilingual programs for their child's education in N.Y.C. The ESL instructor has answered all questions put forth by the parents and talked about the Parent Choice letter. Students are programmed for classes based upon LAB R proficiency and NYSESLAT results. As a small school, we only offer ESL services and incoming parents are informed of this. October is our first Parent Teacher Conferences of the year. It features representatives from the office of translation services. We inform parents that we currently do not have the numbers in students to offer alternative programs. We tell parents that if in the future we do have those changes we will contact them and they can return. We give them a list of schools that have their requested programs. We keep their requests (if different from what we offer) on file.

For students whose results on the LABR or NYSESLAT exam show they are not in need of ESL services, Letters of Non-Entitlement are sent out informing the parents that their children will no longer be receiving ESL Services. Those children who do not test out will have

Letters of Entitlement sent to their homes. We tell the parents of their child's progress, level and that we will be providing services for them. Our school at various times of the year has a cadre of individuals who send out and receive all mail from parents and reports the

information to the Administrative Principal, the Principal of Organization, the Parents' Association, guidance, and the parent coordinator.

All information is later filed.

LABR testing is done in our school. After we receive the results (and after examining NYSESLAT scores in September), placement letters are given. We return to interim assessment results throughout the fall and spring, leading up to regents exams. Our school's program is solely ESL. Differentiation is a part of ongoing professional development taking place in common planning periods. Parent surveys and parent selection forms from parents usually choose our freestanding ESL program which parents are informed our school has at their first meetings in June. We are an ESL school and it is a parent's choice to send student here or send them to a different environment.

Yes, as parents request our ESL program or seek another school for their child. Currently all students that LPSHS serves are in traditional ESL programs dependent on their designation. There has been no sufficient demand for bilingual, dual language, or SIFE programs in our building. Therefore, the programs are not currently offered and we have yet to see a need to make any modifications based on our present enrollment. All student instruction is based on their NYSESLAT level through data retrieved from ATS. All entitled ELLs will continue receiving services. Furthermore, each student's profile is examined under the exam history in ATS. Individual families seeking other program choices are referred to their local enrollment office. Guidance counselors, para-professionals, and teachers all assist in translation on an as need basis.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										17	9	4	3	33
Push-In														0
Total	0	0	0	0	0	0	0	0	0	17	9	4	3	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	8
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	12

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	13			8			12			33
Total	13	0	0	8	0	0	12	0	0	33

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										8	7		1	16
Chinese											2	1		3
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish										1				1
Albanian														0
Yiddish														0
Other														0
TOTAL	0	11	9	1	1	22								

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

**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 L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	7	2	3	25
Chinese											2	1		3
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish										1				1

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
Albanian														0
Other											1			1
TOTAL	0	17	10	3	3	33								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

We have ungraded, pull out classes for all ESL instruction. The levels in the classes are decided by the LABR and NYSESLAT scores but it is clear that even with the testing results, classes are composed of a heterogenous mix.

Students are provided with ESL services by a licensed ESL instructor with 630 minutes (three periods) per week for beginners, 420 minutes (two periods) per week for intermediate students and 210 minutes (one period) per week for advanced learners, which allots more than the required time in minutes for instruction. In content area classes, instruction is delivered in English. Advanced ESL students have a regular English class in addition to a single period ESL class one period, five days a week. If a student is a CTT student and ESL, the student receives all core classes, except English, in a CTT setting and receives their mandated ESL services. No student in our building receives less service than they are entitled regardless of the number of learning designations. Different ESL strategies are used as per the students' needs. Teachers use differentiated instruction via group division based on skill level sets which are being addressed and a variety of classroom materials to accommodate students at different levels of proficiency. Glossaries are offered to content area teachers and students. Materials in student native language are made available. . All ESL classes offered at our school are freestanding and instructed in English utilizing varied instructional strategies, including content integration, dictations, writing assignments, etc.. ESL methodology for teaching vocab and large ideas and concepts are shared so students can follow and use dictionaries to help when needed. Extended time is provided for exams.

ESL students who are SIFE are placed in self contained ESL classes according to their proficiency levels on NYSESLAT exams and in house testing (homogeneously).We currently have a pullout model. Students are divided and differentiated instruction allows them to move along at a comfortable speed in their eductaion. SIFE students get assistance not given to others. Phonetics is taught when needed. A wide

A. Programming and Scheduling Information

range of instructional materials, methodologies and literature at grade appropriate levels are provided to build comprehension, linguistic knowledge, development and performance skills in English across content areas. Genres used include science texts, informational readings, poetry, historical fiction and nonfiction drama as well as other forms of literature. Various texts (Side By Side, Line By Line to cite a few) are used to teach English across content areas. They are also allowed to work in groups to support each other. The material for work is at skill appropriate levels. They are taught to prepare themselves for graduation and regents exams (older students). Younger students are given skill level appropriate work to do. Targeted intervention programs in math include offering students previously identified testing accommodations and check-ins with peer tutors.

Based on LAB R and NYSESLAT results, all students are programmed for the mandated number of minutes for ESL classes at their assessed proficiency level. Students are programmed heterogeneously in content area classes and their ESL pull out classes. Classes are specifically identified in our HSST programming system and are available upon request. In accordance with the latest school quality review rubric, teachers are expected to differentiate instructional practice in support of student learning. Assessment modifications are made available regardless of subject area class. As students advance and test out of ELL programs via demonstration of mastery level on the NYSESLAT, support is provided by continuing to require students to report to a tutoring class in addition to their regular education English Language Arts class. The tutoring class may stand alone or may be offered as differentiated instruction within an advanced proficiency level class.

For ELL students who require more than four years in order to graduate we offer a continuation of services provided to fourth-year students, along with resume-building and employment counseling via our college office and transition linkage coordinator. Each student in the school has short-term and long-term goals. Teachers, after making accommodations for ELL students, check progress toward goals via periodic assessments. We offer testing accommodations for state assessments and school assessments. Long term ELLs in our building receive no less service than they are entitled regardless of the number of learning designations. They are granted extended time, allowed to use content based glossaries, work (when possible) as or with peer tutors, depending on their skill levels.

Special needs students are identified through DOE reports, sent to Special Ed testing and taught by that staff in a smaller class setting. Students are divided and differentiated instruction allows them to move along at a comfortable speed in their education. SIFE students get assistance not given to others. Phonetics is taught when needed. Literature at grade appropriate levels are provided. They are also allowed to work in groups to support each other. The material for work is at skill appropriate levels. They are taught to prepare them for graduation and regents exams (older students). Younger students are given skill level appropriate work to do.

Targeted intervention programs in math include offering students previously identified testing accommodations and check-ins with peer tutors. As, statistically, our ELL students do not demonstrate the same lag in skills acquisition in mathematics that may be observed in more language-based courses, the need for instructional modifications has to this point not been demonstrated to the same extent as needed in other content area classes. A wide range of differentiated instruction methodologies are used in all content area classrooms and staff meetings by department includes talk to address programming plans. Students that have passed the NYSESLAT exam in the last two years are eligible for ALL services we provide our ESL students. This includes extended time on tests, translation materials for exam and in class usage in their native language, access to the ELL resource room, which includes native language dictionaries, and all after school activities created solely for ESL students. Instructional support for ELLs in content areas is built upon in school-wide PDs, common planning time, and inquiry groups. After school tutoring is offered by content area teachers, in addition to ESL tutoring. This aids the students in the acquisition of the necessary skills and understandings needed to be able to thrive in their content area classes. Furthermore, ESL students are given continual access to resource materials, including guidance on how to self monitor and self motivate their own learning and academic progress. ELLs are encouraged to participate in all clubs and after school activities as well as being participants in our performing arts programs. Currently Spanish and French are the two language offerings in our school. No student in our building receives less service than they are entitled regardless of the number of learning designations.

Grade level differs from student to student. We work with Special Ed to ensure all students are provided with services needed. For students reaching proficiency, two years of instruction support are provided via the fore-mentioned tutoring classes the run concurrently with regular education English Language Arts classes, and support via our college office post-secondary planning and maintenance. As students test out of ELL programs via demonstration of mastery level on the NYSESLAT, support is provided by continuing to require students to report to a tutoring class in addition to their regular education English Language Arts class. The tutoring class may stand alone or may be offered as differentiated instruction within an advanced proficiency level class. Saturday school tutoring is available to all

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 23
75%	
50%	
25%	
0%	

A. Programming and Scheduling Information

Special Ed trainings in ESL are provided if the student is in need of restrictive environments. Course loads are in English except for foreign language

B. Programming and Scheduling Information--Continued

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

We are not planning to make any changes to our current ESL program. We believe this program is working for our students. We will only make minor adjustments as needed. Tutoring is available Tues-Thurs 2:50-3:30. ELLs are able to avail themselves to/of all services and activities available to all students. This includes but is not limited to sports teams, Summa, all social clubs and activities. Students are given extended time on exams and are made aware of tutoring available to them.

We are using Performanceseies .com to test and evaluate the ESL population

No programs or services have been slated to be discontinued. We believe our programs are working for our population as shown in the steady passing rate through the NYSESLET exams and credit accumulation. ELL students are prepared for New York State Regents Examinations in all subject areas via planning, developing familiarity with the exam formats and question styles, and integrating regents exam modifications into classroom assessments. All ELL students take mock regents exams in the months leading up to the exams, making possible the accurate assessment of need areas when it comes to skills and content acquisition necessary for success in regents examinations. ELL students are provided a variety of instructional supports. Two computer labs, the Rosetta Stone software, and Exam-Gen software are all used to varying degrees in the different subject areas to support ELL students. Students are supported via books on tape that are listened to while reading class texts and, if necessary, electronic glossaries. Students are supported in the recognition and use of cognates, dual language dictionaries and content area glossaries to be used in their content area classes and by peer interaction with native speakers in their classes. ELLs range from 13-18 years old and materials are chosen both on age and skill level when used for instruction. Students are encouraged to participate in programs within the school as well as offerings outside our building like workshops, internships and college prep classes.. All clubs and activities are available to ESL students including our visual and performing arts programs.

There are a number of teachers and paras who are available to assist and tutor students in need. Glossaries and dual language dictionaries are made available to all content area teachers and for students to assist in their subject area comprehension. Translation is done by peers as well in the classroom setting.

Yes Much of the material used is taken directly from classes taught to 'non ESL students and adapted to fit the skill levels of our students. This includes English short stories , texts from content area classes and newspaper articles both current and from high interest human interest stories in the past.

Students and their families attend the June orientation. Tours of the building are given by students. The library is newly equipped with computers and internet capabilities for their use. Glossaries, texts in some cases, available in their native language Language electives offered to ELL students are confined to Spanish language electives only: Spanish 1, 2, 3, 4, 5 & 6, and College Board Advanced Placement Spanish. For students displaying proficiency in languages other than Spanish, we arrange for regents exam testing in the language of their proficiency. Last year, for example, although we are located in Manhattan, we arranged for an Arabic speaker to take the Arabic regents exam at a high school in Queens as well as a Chinese student to take the Chinese language regents exam in Manhattan to gain regents credit and course credit if a high enough score was attained. For students reaching proficiency, two years of instruction support are provided via the fore-mentioned tutoring classes the run concurrently with regular education English Language Arts classes, and support via our college office post-secondary planning and maintenance.

B. Programming and Scheduling Information--Continued

8. 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.
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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?

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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. Professional development in these areas is offered via daily common planning time by subject, full faculty workshops and via training provided by specialists from the Syracuse University Department of Teacher Education. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. Professional development workshops are available to the staff through the Dept of Ed. and our ESL teacher. Information acquired at outside workshops is available to all staff members upon request.

Our ESL teacher is Allan Marks. A copy of his license is on file in the office of the school secretary for human resources. Mr. Marks has attended, among other trainings, the QTEL trainings, and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Content-area teachers are knowledgeable of ESL strategies as Mr. Marks has been available to participate in common planning meetings in each of the departments, and has offered to conduct workshops for the entire faculty.

2. In accordance with the latest school quality review rubric, teachers are expected to differentiate instructional practice in support of student learning. Assessment modifications are made available regardless of subject area. Professional development is made available to staff both on-site and off as well as postings sent via email announcing opportunities. We have begun a school wide vocabulary initiative.

3. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 7.5 hours of professional development via these opportunities. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 7.5 hours of professional development via these opportunities. All incoming teachers to receive seven and a half hours of professional development on: Working with ESL Students, CR 154, Differentiating Instruction with ELL Students, and information on LAB-R and NYSESLAT tests. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. Content area teachers are introduced to glossaries and instructed to make informed choices about textbooks and other reading materials appropriate to ELLs.

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?

.. ELL parents are afforded all of the same opportunities as other parents in our building. We have PA meetings monthly and notices go out in the mail and by email with translation. Further, our Parent Coordinator, Ms. Casey, informs and invites parents to all school functions. Communication is achieved via telephone calls, school messenger in three languages, and translated letters downloaded through the use of various websites.

2. We do not currently partner with other agencies but all emails are forwarded to parents in native languages.

3. At the beginning of the school year, surveys are taken. Content area teachers, our ESL teacher and guidance keep communication up with parents via direct phone contact or internet access. The school provides materials to assist parents to work with their children to improve language skills.

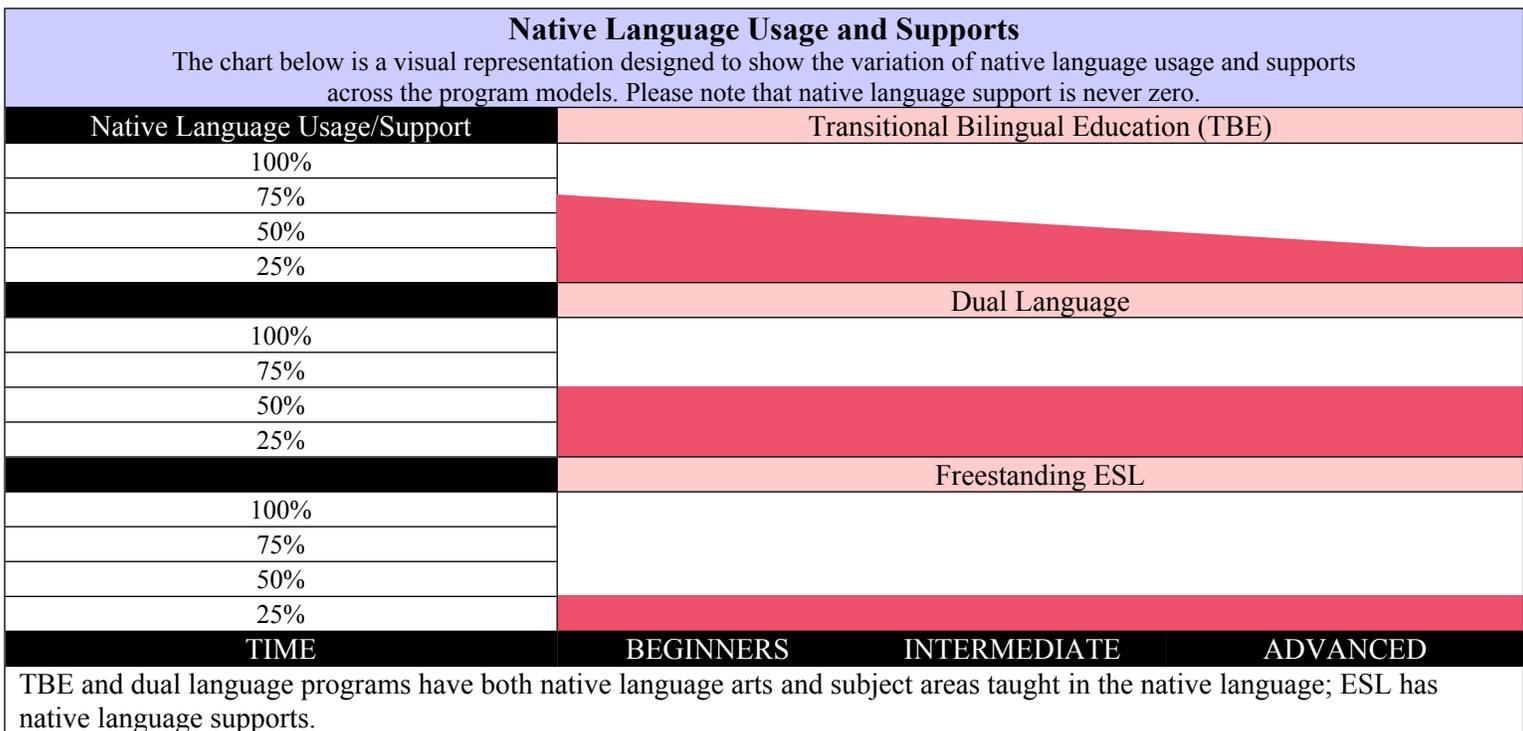
4. We respond to surveys and topics and they are workshopped according to parental responses. If requested, we will have Saturday Training for Parents; so far no parent has expressed interest.

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

We are not planning to make any changes to our current ESL program. We believe this program is working for our students. We will only make minor adjustments as needed. Tutoring is available Tues-Thurs 2:50-3:30. ELLs are able to avail themselves to/of all services and activities available to all students. This includes but is not limited to sports teams, Summa, all social clubs and activities. Students are

B. Programming and Scheduling Information--Continued

8. 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.
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We are using Performanceseies .com to test and evaluate the ESL population

No programs or services have been slated to be discontinued. We believe our programs are working for our population as shown in the steady passing rate through the NYSESLET exams and credit accumulation. ELL students are prepared for New York State Regents Examinations in all subject areas via planning, developing familiarity with the exam formats and question styles, and integrating regents exam modifications into classroom assessments. All ELL students take mock regents exams in the months leading up to the exams, making possible the accurate assessment of need areas when it comes to skills and content acquisition necessary for success in regents examinations. ELL students are provided a variety of instructional supports. Two computer labs, the Rosetta Stone software, and Exam-Gen software are all used to varying degrees in the different subject areas to support ELL students. Students are supported via books on tape that are listened to while reading class texts and, if necessary, electronic glossaries. Students are supported in the recognition and use of cognates, dual language dictionaries and content area glossaries to be used in their content area classes and by peer interaction with native speakers in their classes. ELLs range from 13-18 years old and materials are chosen both on age and skill level when used for instruction. Students are encouraged to participate in programs within the school as well as offerings outside our building like workshops, internships and college prep classes.. All clubs and activities are available to ESL students including our visual and performing arts programs.

There are a number of teachers and paras who are available to assist and tutor students in need. Glossaries and dual language dictionaries are made available to all content area teachers and for students to assist in their subject area comprehension. Translation is done by peers as well in the classroom setting.

Yes Much of the material used is taken directly from classes taught to 'non ESL students and adapted to fit the skill levels of our students. This includes English short stories , texts from content area classes and newspaper articles both current and from high interest human interest stories in the past.

Students and their families attend the June orientation. Tours of the building are given by students. The library is newly equiptd with computers and internet capabilities for their use. Glossaries, texts in some cases, available in their native language Language electives offered to ELL students are confined to Spanish language electives only: Spanish 1, 2, 3, 4, 5 & 6, and College Board Advanced Placement Spanish. For students displaying proficiency in languages other than Spanish, we arrange for regents exam testing in the language of their proficiency. Last year, for example, although we are located in Manhattan, we arranged for an Arabic speaker to take the Arabic regents exam at a high school in Queens as well as a Chinese student to take the Chinese language regents exam in Manhattan to gain regents credit and course credit if a high enough score was attained. For students reaching proficiency, two years of instruction support are provided via the fore-mentioned tutoring classes the run concurrently with regular education English Language Arts classes, and support via our college office post-secondary planning and maintenance.

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?

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. Professional development in these areas is offered via daily common planning time by subject, full faculty workshops and via training provided by specialists from the Syracuse University Department of Teacher Education. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. Professional development workshops are available to the staff through the Dept of Ed. and our ESL teacher. Information acquired at outside workshops is available to all staff members upon request.

Our ESL teacher is Allan Marks. A copy of his license is on file in the office of the school secretary for human resources. Mr. Marks has attended, among other trainings, the QTEL trainings, and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Content-area teachers are knowledgeable of ESL strategies as Mr. Marks has been available to participate in common planning meetings in each of the departments, and has offered to conduct workshops for the entire faculty.

2. In accordance with the latest school quality review rubric, teachers are expected to differentiate instructional practice in support of student learning. Assessment modifications are made available regardless of subject area. Professional development is made available to staff both on-site and off as well as postings sent via email announcing opportunities. We have begun a school wide vocabulary initiative.

3. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 7.5 hours of professional development via these opportunities. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. All teachers and special education teachers and paraprofessionals receive a mandated minimum of 7.5 hours of professional development via these opportunities. All incoming teachers to receive seven and a half hours of professional development on: Working with ESL Students, CR 1 54, Differentiating Instruction with ELL Students, and information on LAB-R and NYSESLAT tests. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. Content area teachers are introduced to glossaries and instructed to make informed choices about textbooks and other reading materials appropriate to ELLs.

~~glossaries are provided to students to offer additional support to an ELL. In addition, we use B.T.C tests to measure early literacy skills of~~

our ESL students.

The NYSESLAT revealed that the majority of our students scored better in listening and speaking than reading and writing. They are best at speaking and worst at writing. Help is needed for reading and writing and is provided through vocabulary, reading comprehension exercises, and regular practice writing in journals and at home. Dictation, and reading out loud assists listening skills.

While standardized tests set the foundation for the initial placement of the students in classes based on proficiency level, their motivation and dedication to learning has much to do with their advancement through and out of the ESL environment. Students are exposed to a wide range of materials at an equally wide level and how hard they work will be the best indicator as to how far and fast they move, additional support will be provided on the skills they need to improve based on the NYSESLAT and LABR.

Students who follow instruction seem to be doing well in English driven instruction. We do not have native language instruction except in NLA classes. After a short period of time, exams in English with scaffolded teaching becoming the norm is used for instruction.

The test results are analyzed and a road map is devised for those students to make sure that the skills that they need to improve are addressed and differentiation in instruction is utilized to better assist them in acquiring the required skills.

The work has paid off in better test results and higher scores in content area classes

Dual language program does not apply

We evaluate it based on the percent of students who pass classes, pass regents exams, graduate and go on to higher education and remain there.

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.

Paste additional information here

D. Professional Development and Support for School Staff

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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?

.. ELL parents are afforded all of the same opportunities as other parents in our building. We have PA meetings monthly and notices go out in the mail and by email with translation. Further, our Parent Coordinator, Ms. Casey, informs and invites parents to all school functions. Communication is achieved via telephone calls, school messenger in three languages, and translated letters downloaded through the use of various websites.

2. We do not currently partner with other agencies but all emails are forwarded to parents in native languages.

3. At the beginning of the school year, surveys are taken. Content area teachers, our ESL teacher and guidance keep communication up with parents via direct phone contact or internet access. The school provides materials to assist parents to work with their children to improve language skills.

4. We respond to surveys and topics and they are workshopped according to parental responses. If requested, we will have Saturday Training for Parents; so far no parent has expressed interest.

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)										11	2	1	2	16
Advanced (A)										3	5	1	1	10
Total	0	0	0	0	0	0	0	0	0	14	7	2	3	26

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Integrated Algebra	15		3	
Geometry	3			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5			
Living Environment	7		1	
Physics				
Global History and Geography	5			
US History and Government	4			
Foreign Language		5		5
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)								

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
Chinese Reading Test								

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

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

Data suggests that students who enter our building as beginners reach advanced levels or obtain proficiency. ELLs obtaining proficiency on the NYSELAT are offered two years of transitional support mandated by the state. Students are provided with □extra time and an alternate location during testing. Additionally all school services and programs, including tutoring, are offered to our ELLs. □Native language dictionaries are provided to students to offer additional support to all ELLs. In addition, we use DY0 tests to measure early literacy skills of our ESL students.

The NYSESLAT revealed that the majority of our students scored better in listening and speaking than reading and writing. They are best at speaking and worst at writing. Help is needed for reading and writing and is provided through vocabulary, reading comprehension exercises, and regular practice writing in journals and at home. Dictation, and reading out loud assists listening skills.

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The work has paid off in better test results and higher scores in content area classes

Dual language program does not apply

We evaluate it based on the percent of students who pass classes, pass regents exams, graduate and go on to higher education and remain there.

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: <u>Leadership and Public Service</u>		School DBN: <u>02M425</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Philip Santos	Principal		10/24/11
Anthony Igbokwe	Assistant Principal		10/24/11
Valerie Casey	Parent Coordinator		10/24/11
Allan Marks	ESL Teacher		10/24/11
Melanie Mendoca	Parent		10/24/11
Lee Bodofsky/Spanish	Teacher/Subject Area		10/24/11
Yvonne Villa/Spanish	Teacher/Subject Area		10/24/11
	Coach		
	Coach		
Rosemary Lebron	Guidance Counselor		10/24/11
Michael Alcoff	Network Leader		10/24/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 02M425

School Name: Leadership and Public Service HS

Cluster: 94CL04

Network: 94N411

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.

1. We work with our students' home language surveys and initial intake interviews with parents and guardians to ascertain which language they speak and read with the utmost understanding. Our Parent Coordinator will arrange for translations of notes to parents representing most of our language groups (French, Spanish, Arabic) to ask who would like translation of notices in their first language. We will seek DOE support (Translation and Interpretation Unit) to obtain DOE communications to parents. We send out multi- language notices that emanate from the central DOE.

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.

2. Our findings reveal that approx. 95% of our students come from Spanish speaking households. In addition, parents do speak limited English and benefit from having documents and conferences in their native language, Spanish. During conferences with parents/guardians, we have a staff person present to assist communication and comprehension. We were able to translate some important notes and provide for translators at conferences. We will seek DOE support (Translation and Interpretation Unit) to obtain DOE communications to parents. We will invite parents to translated workshops in which this document is explained. Information was shared at our meetings for parents of ELL students, PA executive Board, and PA meetings, as well as in notes to parents in languages noted above.

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.

1. Most school documents are translated into the major first language at our school, Spanish. The Dept. of Education's ELL department has provided these documents for the in school dissemination of information. In addition our school staff provides simultaneous translation for parents/guardians. Members of the Foreign Language Department work out documents, signs and notices to make them comprehensible to parents who are Spanish dominant. Short written communications with parents will be handled by parent volunteers. The Translation and Interpretation Unit of the DOE will be contacted using a Translation Request Form when jobs cannot be handled at the school to determine whether they can provide assistance. In the event we can't translate in any particular language, we will set up instantaneous translated meetings for parents. We will continue to survey parent needs in terms of written translations again in September.

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.

2. Oral interpretations will be conducted by members of our school's staff. Meetings include counselors, teachers and support staff. We will continue to survey parent needs in terms of translations again in September. Services will be provided by parent volunteers. If we have a student who can have his/her translation needs covered by our staff, we will contact an outside contractor through the DOE Translation Unit.

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>.

3. Our school gives individual attention to all our students the moment they come to our school. Home language is recorded at the time student registers. If the language is other than English then the intake coordinator will have staff to translate and/or interpret information for the parents/guardians. Parents must be our partners and all school materials and information must be comprehensible to them in order to best serve their children. We will continue to survey parents in their primary language to determine our translation needs. We will notify each parent whose primary language is a covered language and who requires language assistance services with the written notification of their rights regarding translation and interpretation services in the appropriate covered languages and instructions on how to obtain such services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Leadership and Public Service	DBN: 02M425
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We have pull out classes for all ESL instruction. Students are placed by skills and proficiency, not grade level. Classes are a heterogenous mix and decided by LABR and NYSESLAT scores. Grade level differs from student to student. ELLs range from 13 to 18 years old and materials are chosen both by skills and age levels for instruction.

Students are provided with ESL services by a licensed ESL instructor with 630 minutes per week for beginners (three periods), 420 minutes per week for intermediate students (two periods) and 210 minutes per week for advanced learners (one period), which allots more than the required time in minutes for instruction. If a student is a CTT and ESL student, the student receives all core classes, except English, in a CTT setting and receives their mandated ESL services. No student in our building receives less service than they are entitled regardless of the number of learning designations.

Students are programmed heterogeneously in content area classes. In content area classes, instruction is also delivered in English. Different ESL strategies are used as per the students' needs. Teachers use differentiated instruction and a variety of classroom materials to accommodate students at different levels of proficiency. Glossaries and dual language dictionaries are offered to content area teachers and students. Materials in students' native languages are made available. All classes in our building are freestanding and instructed in English utilizing varied instructional strategies, including content integration, dictation, writing assignments, etc.. ESL methodology for teaching vocabulary and large ideas and concepts are shared so students can follow and use dictionaries to help when needed. Extended time is provided for exams.

ESL students who are SIFE are placed in self contained ESL classes according to their proficiency levels on NYSESLAT exams and in house testing (homogeneously). Students are divided and differentiated instruction allows them to move along at a comfortable speed in their education. SIFE students get assistance not given to other students. Phonetics is taught when needed. A wide range of instructional materials, methodologies and literature at grade appropriate levels are provided to build comprehension, linguistic knowledge, and development and performance skills in English across content areas. Students work individually or in groups to support each other. They are taught to prepare themselves for graduation and statewide exams. Targeted intervention programs in math include offering students previously identified testing accommodations and checkins with peer tutors.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Part C: Professional Development

Professional development in this area is offered via daily common planning time by subject, full faculty workshops and via training provided by specialists from the Syracuse University Department of Teacher Education. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions

Our ESL teacher is Allan Marks. A copy of his license is on file in the office of the school secretary for human resources. Mr. Marks has attended, among other trainings, the QTEL trainings, and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Content-area teachers are knowledgeable of ESL strategies as Mr. Marks has been available to participate in common planning meetings, and has offered to conduct workshops for the entire faculty.

In accordance with the latest school quality review rubric, teachers are expected to differentiate instructional practice in support of student learning. Assessment modifications are made available regardless of subject area. Professional development is made available to staff both on-site and off as well as postings sent via email announcing opportunities. We have begun a school wide vocabulary initiative.

All teachers and special education teachers and paraprofessionals

receive a mandated minimum of 10 hours of professional development via these opportunities. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. All content area teachers, special education teachers and paraprofessionals receive a mandated minimum of 10 hours of professional development via these opportunities. All incoming teachers receive a mandated professional development on working with ESL students, CR 154, differentiating instruction with ELL students and information on LAB-R and NYSESLAT tests. We also provide a small professional development budget that teachers may utilize to support their personal professional development decisions. Content area teachers are introduced to glossaries and instructed to make informed choices about textbooks and other reading materials appropriate to ELLS.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Part D: Parental Involvement

ELL parents are afforded all of the same opportunities as other parents in our building. We have PA meetings monthly and notices go out in the mail and by email with translation. Further, our Parent Coordinator, Ms. Casey, informs and invites parents to all school functions. Communication is achieved via telephone calls, school messenger in three languages, and translated letters downloaded through the use of various websites.

We do not currently partner with other agencies but all emails are forwarded to parents in native languages.

At the beginning of the school year, surveys are taken. Content area teachers, our ESL teacher and guidance keep communication up with parents via direct phone contact or internet access. The school provides materials to assist parents to work with their children to improve language skills.

We respond to surveys and topics and they are workshopped according to parental responses. If requested, we will have Saturday Training for parents but so far no parent has expressed interest.

Part E: Budget

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

Allocation Amount: \$11,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	2,000	For teacher staff development and curriculum development.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials	8,000	Purchase supplemental books,

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

Allocation Amount: \$11,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		programs and materials.
Educational Software (Object Code 199)	1,000	ESL related material
Travel		
Other		
TOTAL	11,000	