Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVEEDUCATIONAL PLAN
(CEP)

SCHOOL NAME: HIGH SCHOOL FOR PUBLIC SERVICE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **17K546**

PRINCIPAL: **BENJAMIN SHULDINER**

EMAIL: **BSHULDI@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **KAREN WATTS**

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
Benjamin Shuldiner	*Principal or Designee	
Jason Zanitsch	*UFT Chapter Leader or Designee	
Febe Daniels	*PA/PTA President or Designated Co-President	
Lelia Headley	DC 37 Representative, if applicable	
Kadheem McLeod Shakeela Ifill	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Eric Dalio	Member/Teacher	
Leslie Moore	Member/Teacher	
Dalia Gollop	Member/Parent	
Kathy Vargas	Member/Parent	
Gricelda John	Member/Parent	
Michelle Young	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is donein collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitativeand/or qualitativedata in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Achieve a 90% graduation rate

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Graduation is one of the most important goals a school could have

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Because helping a student to graduate is a holistic endeavor there are multiple programs and strategies we use to help achieve our goal:

Advisory program -- each student is assigned an adviser for four years. This program is supported and directed by the school social worker.
Parent outreach -- Having parents play a meaningful role in our school and its academic machinations is important. This work is supported and overseen by the Parent Coordinator
Summer School -- supporting students who fail so that they can remain on grade level and graduate is an important facet of our school. This is supported by the summer school budget
After-school programs -- Supporting students after school with tutoring and extra-curricular programs helps our students graduate. This funding is allocated in our budget.

Additionally, our pedagogues receive regular professional development supporting students with IEPs as well as on differentiating instruction so that students at all academic levels and with heterogeneous skills can accumulate credits while preparing for Regents exams. Science, History, Math, and English Department Chairs are asked to look at the grade data provided by individual teachers and to preview major assignments, providing support for teachers whose students who are not performing at grade level and are in danger of not passing classes and Regents exams, as well has crafting assignments that are both challenging and differentiated for the many skill levels in homogenous classes.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Summer Student Programs: $15,342
After School/Before School: $15,984
Social Worker: $78,372
Parent Coordinator: $44,890
Special Education Teacher: $70,797

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Because helping a student to graduate is a holistic endeavor there are multiple programs and strategies we use to help achieve our goal.
Advisory program -- each student is assigned an adviser for four years. This program is supported and directed by the school social worker.
Parent outreach -- Having parents play a meaningful role in our school and its academic machinations is important. This work is supported and overseen by the Parent Coordinator
Summer School -- supporting students who fail so that they can remain on grade level and graduate is animportant facet of our school. This is supported by the summer school budget
After-school programs -- Supporting students after school with tutoring and extra-curricular programs helps our students graduate, particularly for our lowest achievers. This funding is allocated in our budget.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Achieve 90% Attendance

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students must come to school in order to succeed

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Because student attendance is predicated on multiple causes we use a holistic approach in supporting our students coming to school. Thus, there are multiple programs and strategies we use to help achieve our goal.
Advisory program -- each student is assigned an adviser for four years. This program is supported and directed by the school social worker.
Parent outreach -- Having parents play a meaningful role in our school and its academic machinations is important. This work is supported and overseen by the Parent Coordinator
After-school programs -- Providing students with engaging after-school programs can lead toward students wanting to attend school more frequently. This funding is allocated in our budget.

Additionally, a school aide calls parents every day a student is absent. The PPT and attendance team identifies students with attendance problems and, with the help of the school social worker and parent coordinator, seek to solve problems preventing appropriate attendance.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

After/Before School Student Programs: $15,984
School Social Worker: $78,372
Parent Coordinator: $44,890

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Because student attendance is predicated on multiple causes we use a holistic approach in supporting our students coming to school. Thus, there are multiple programs and strategies we use to help achieve our goal.

Advisory program -- each student is assigned an adviser for four years. This program is supported and directed by the school social worker.
Parent outreach -- Having parents play a meaningful role in our school and its academic machinations is important. This work is supported and overseen by the Parent Coordinator
After-school programs -- Providing students with engaging after-school programs can lead toward students wanting to attend school more frequently.

This funding is allocated in our budget.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Achieve an average of 1 or better on the schools Regents Weighted Score

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Passing the Regents Exam is a gateway to graduation

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Because student passing rates are predicated on multiple causes we use a holistic approach in supporting our students passing the Regents exams. Thus, there are multiple programs and strategies we use to help achieve our goal.

After-school programs -- Providing students with in-school and after-school programs focused on Regents Prep can lead toward students passing the Regents at higher rates. This funding is allocated in our budget.
Educational Software -- We use specific educational software to promote Regents success. This funding is allocated in our budget.
Push in/Pull Out Teacher -- By having a teacher focus on our most at risk students we are able to give them extra support in working on passing the Regents Exams.

This funding is allocated in our budget.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

After/Before School Student Programs: $15,984
Educational Software: $4,262
Push in/Pull out teacher: $70,797

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Because student passing rates are predicated on multiple causes we use a holistic approach in supporting our students passing the Regents exams. Thus, there are multiple programs and strategies we use to help achieve our goal.
After-school programs -- Providing students with after-school programs focused on Regents Prep can lead toward students passing the Regents at higher rates. This funding is allocated in our budget.
Educational Software -- We use specific educational software to promote Regents success. This funding is allocated in our budget.
Push in/Pull Out Teacher -- By having an teacher focus on our most at risk students we are able to give them extra support in working on passing the Regents Exams. This funding is allocated in our budget.

ANNUAL GOAL #4 ANDACTION 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

N/A

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 ANDACTION 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

N/A

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Tutoring, Homework Help, Regents Prep, Reading Support, Writing Support	Small group and one-to-one	During the school day through pull in, pull out, team teaching, before school and after school.
Mathematics	Tutoring, Homework Help, Regents Prep, Algebra Support, Geometry Support	Small group and one-to-one	During the school day through pull in, pull out, team teaching, before school and after school.
Science	Tutoring, Homework Help, Regents Prep, Lab Work Support, Science Support	Small group and one-to-one	During the school day through pull in, pull out, team teaching, before school and after school.
Social Studies	Tutoring, Homework Help, Regents Prep, Lab Work Support, Science Support	Small group and one-to-one	During the school day through pull in, pull out, team teaching, before school and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Structured Guidance Counselor counseling, Social Worker counseling and counseling by advisors	Small group and one-to-one The school specifically employees a full-time social worker to provide at-risk services.	During the school day through pull in, pull out, team teaching, before school and after school.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Our staff is highly qualified and has a very high rate of retention. We accomplish this through building a strong and cohesive school community. We support our staff through a variety of professional development opportunities and help each teacher reach further toward their potential. We also have many teachers who serve as mentors, having been highlighted both internally and by the city as expert teachers in their field. These teachers through their academic department shepherd newer staff members through the teaching profession.

Also, our hiring team consists of many members of our community and act as a very strong support for both the recruitment of strong pedagogues as well as their retention.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 Alexis Penzell	District 17	Borough Brooklyn	School Number 546
School Name High School for Public Service			

B. Language Allocation Policy Team Composition ⓘ

Principal Ben Shuldiner	Assistant Principal Marisa Boan
Coach	Coach
ESL Teacher Marisa Boan	Guidance Counselor JoeAnne Pfeil
Teacher/Subject Area Garth Wolkoff/ English	Parent
Teacher/Subject Area	Parent Coordinator Eric Ferreira
Related Service Provider Rachel Mickenberg	Other
Network Leader Alexis Penzill	Other

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
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	416	Total Number of ELLs	2	ELLs as share of total student population (%)	0.48%

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.

LAP 2011-2012
Part 11: ELL Identification Process
Describe how you identify English Language Learners (ELL's) in your school.

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

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

Step 2: Language Assessment Battery-Revised. Once a Guidance Counselor collects the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. This exam is administered within 10 days of enrollment. Students that score below proficiency on the LAB-R become eligible for State-mandated services for ELLs. This exam is administered by the school's Assistant Principal who is directly responsible for the instruction of all ELL's in the school. If it is determined that the Spanish LAB for Spanish speaking Ell's is required this exam will also be administered with 10 days of enrollment by the school's Assistant Principal who is directly responsible for the instruction of ELL's in the school. The Assistant Principal is a native Spanish speaker and a former cretified bilingual Spanish teacher.

Step 3: New York State English as a Second Language Achievement Test (NYSESLAT).
In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The Assistant Principal determines which students are entitled to take the NYSESLAT each year. This determination is made through a review of several ATS reports including the RLAT, RMNR, RNMR, and RPEX. The test is administered each Spring by the Assistant Principal. The Assistant Principal is responisble for setting up the testng schedules, securing a location, and organizing the materials, securing proctors, as well as administring the four components of the actual exam.

2. Structures for Understanding Three Programs
New Parent Orientations are held each September to discuss curriculum. These orientations are conducted by the Gudiance Counselor

and the Bilngual Parent Coordinator. If we have identified ELL's as part of our incoming class or as part of our transfer student population the following will take place:
Two types of ELL Parent Orientations
A. Identification & Placement
The Bilingual Parent Coordinator, the Guidance Counselor, and the ESL Teacher provide ELL parents with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection. If this orientation is needed it is conducted based on Model C. This parent orientation is conducted by parent coordinator with the assistance of school administration and an ESL teacher.

B.Orientation to provide information about curriculum
The Bilingual Parent Coordinator, the Guidance Counselor, and the ESL Teacher provide ELL parents with information about the core curriculum, learning standards, expectations for students, and assessments. This orientation occurs in September of each year. This parent orientation is conducted by parent coordinator with the assistance of school administration, ESL teachers, classroom teachers, and parent coordinators.

3. Entitlements Letters, Parent Surveys, and Program Selection
Entitlement Letters, Parent Surveys, and Program Selection Letters are distributed from the Main Office under the supervision of the Assistant Principal. The school employs a school aide responsible for parent outreach. If letters are not returned every effort is made to contact the parent. If parents do not choose an ELL Program the default is bilingual education.

4. Identified ELL students are placed in classes according to their level as identified on the LAB-R exam. The ESL Program at the High School for Public Service is a Free Standing ESL Program where ESL strategies are infused into all areas of the curriculum. Students receive 240 minutes of ELA instruction per week along with 240 minutes of ESL instruction by a licensed teacher. The Bilngual Parent Coordinator, working with the Assistant Principal, distributes the placement letters and the entitlement letters and maintains a file in the office with copies of these letters. Each child's individual permanent record also contians a copy of the placement letter. Parents choice is an utmost priority and the Bilngual Parent Coordinator works closy with each family to make sure that their choice is honored. Through individual meetings, with the assistance of transltion services if needed, the choice of each parent is honored.

5. The High School for Public Service is a small screened school. Currently, we have 1 ELL. Most students who come to us have English as their home language. Based on past registration, most students have passed the LAB-R and therefore have not qualified for ESL services. The Assistant Principal works closly with the Data Specialist and Guidance Counselor to determine trends in applicants, parent choice, and student acheivement. Additional data samples are necessary in order to to conduct a proper trend analysis. With a sample of only 1-2 students a trend or pattern will not give sufficient data to form an opinion.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☐ **1**☐ **2**☐ **3**☐ **4**☐ **5**☐ **6**☐ **7**☐ **8**☐ **9**☒ **10**☒ **11**☒ **12**☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	**Newcomers (ELLs receiving service 0-3 years)**	1	**Special Education**	0
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6 years)**	1

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0									0
Dual Language										0
ESL	1						1			2
Total	1	0	0	0	0	0	1	0	0	2
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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**
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

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

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?

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

Students are mixed homogeneously where the proficiency level is similar in one class. The need for classes of different levels has not been

an issue at our school. If, in the future, our student population warrants additional classes they will be provided.

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

As a Free Standing ESL Program:

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

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

4. ELLs are provided all testing accomodations as set forth by the NYS Education Department. These accomodations which may include translated versions and/or extended time or a third reading allow our ELLs to be appropriately evaluated.

5. The High School for Public Service has utilized differentiated instruction practices for over 4 years. Our school serves as a model within our network for differentiation. All teachers incorporate differentiation, regardless of the subject matter or level of student and this address the needs of SIFE stduents, ELL's in schools less than 3 years, Ell's receiving service for 4-6 years, and Long-Term Ell's.

Differentiated instruction at HSPS recognizes students varying background knowledge, readiness, language level, preference in learning, and interest. We utilize differentiated instruction as a process of teaching and learning for students of differing abilities(SIFE, Newcomers, Ell's receing service 4-6 years, and Long-Term Ells) in the same class. The intent of our instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process and English language acquisition. Differentiated instruction begins with a pre-assessment. The ESL teacher utilizes previous assessments that are available including LAB-R, NYSESLAT, and NYS ELA, MATH, Science, and Social Studies scores as well as periodic assessments data recorded in Acuity, to plan instruction. In addition, or if previous scores are not available, the teacher utilizes teacher created pre-assessments and individual observations and conferences to purposefully plan the instruction of each individual student. .

The ESL teacher incorporates the Common Core Standards and NYS Standards in content areas to plan instruction for ELL students tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

ESL Teachers differentiate at least four classroom elements based on student readiness, interest, learning profile and English Language level:

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;
- Product – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.

Content

Examples of differentiating content for ELL students include the following:

Using reading materials at varying readability levels;

Putting text materials on tape;

Using spelling or vocabulary lists at readiness levels of students;

Presenting ideas through both auditory and visual means;

Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Introduce and develop new vocabulary visually to the lower level students by using a picture dictionary and other visual aids

Use bilingual dictionaries during reading and writing assignments in order to clarify meaning when possible

Use leveled texts or adapt texts by shortening or simplifying language to make the content more accessible

Use technology and multimedia (e.g, software, books on tape, etc.) and graphic organizers

Published or electronic bilingual dictionary (a synonym dictionary, without definitions, in the student's native language

Process

Examples of differentiating process for ELL students include the following:

A. Programming and Scheduling Information

Using tiered activities through which all ELL learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity depending on the ELL level;
Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
Offering manipulatives or other hands-on supports for students who need them; and
Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.
Products
Examples of differentiating products for ELL students include the following:
Giving students options of how to express required learning (e.g., create a power point with visuals, write a letter, or develop a mural with labels, record their report);
Using rubrics that match and extend students' varied skills levels;
Allowing students to work alone or in small groups on their products; and
Encouraging students to create their own product assignments as long as the assignments contain required elements.
Learning environment
Examples of differentiating learning environment for ELL students include:
Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
Providing materials that reflect a variety of cultures, languages and home settings;
Setting out clear guidelines for independent work that matches individual needs;
Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
Helping students understand that some learners need to move around to learn, while others do better sitting quietly

6. The school uses a differentiated instructional model for ELL students which allows for the selection of various texts in all content areas. Teachers selct text based on the reading level of each ELL. Technology is infused into the curriculum and all students have access to the text in audio version if needed to support their learning. The Writing Workshop class uses Thinking Reader as supplemental material. We do not have any students whose IEP mandates bilngual instruction.
7. In order to meet the diverse needs of Ells within the least restuirctive environment students receive ELA instruction for 240 minutes per week instead of 180 minutes as mandated by law. We are alos able to proide 240 minutes per week of ELL support and instruction. The teacher works closley with the content area teachers to assist in the selction of texts and in sharing teaching strategies for these students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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?

8. A targeted intervention program is offered for students in ELA. Students participate in a Writing Workshop class for 240 minutes each week. This class utilizes ESL strategies and supports the work of the other content areas. Targeted intervention is also utlized in other content areas depending on the needs of the student. Usiung the results of periodic assessments, teacher created teasts, and Regents exams, students in need of onterevention are identified and place in appropriate courses to support their learning and english langauge acquisition in the content areas. Currently the school offers an intensive Scientific Inquiry course to support the ELL's in the area of science and will offer a Global Studies course in the Spring which will prepare students to meet the writing challenges of the Regents examination. Our data shows that we do not need to offer targeted intervention in Mathematics for our ELL students. If in the future it is determined that there is a need then the school will offer targeted intervention in the area of Mathematics for our ELL students.
9. Once students reach proficiency on the NYSESLAT they continue to be provided with transitional support for two years. This support includes participating in the Writing Workshop class along with testing accommodations allowed by law.
10. The Writing Workshop will continue to serve as transitional support. With one ELL we will not be expanding our programs at the current time.
11. No existing programs will be discontinued.
12. ELL's are afforded equal access to all school programs. Currently there are no specific programs offered after school which are targeted to ELL's. Our current population does not allow for specific programs targeted for just 2 students. We currently offer the following curricular and extracurricular activites at HSPS:
Geometry Tutoring (2x/week), Algebra 2 Tutoring (4x/week), Chemistry Tutoring (one-on-one), US History (one-on- one). We also offer extracurricular activities which are available to all students including ELL's: Farm Club, New Yorkers Against Guns Violence, New York Cares Club, Student Government, Doumentary Film Making, Crafters Club. One of our ELL students participates in extracurricular activities. The other ELL has a part-time job after school that he enjoys. All PSAL sports are also available to our ELL students.

13. The school uses a differentiated instructional model which allows for the selection of various texts in all content areas. Technology is infused into the curriculum and all students have access to text in audio version if needed to support their learning. The Writing Workshop class uses Thinking Reader as supplemental material. Native language materials include dictionaries and glossaries in all the content areas of Science, English, Social Studies, and Mathematics. In addition, the school maintains a library that includes high interest fiction and non-fiction materials along with audio-visual resources.
14. Native language support is not delivered in our program.
15. All required services support, and resources correspond to the ELL's age and grade level.
16. An orientation is held in June prior to admission to provide information about curriculum. This orientation helps the students understand the curriculum, learning standards, expectations for students, and assessments. This orientation occurs in June of each year. Students are given an informal writing assessment to assist with class placement.
17. Language electives offered at our school include Spanish and French.

C. Schools with Dual Language Programs

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

We do not have a Duel Language Program

D. Professional Development and Support for School Staff

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

1. All subject area teachers, Special Education teachers, ESL teachers, and parapfrofessionals participate in professional development workshops at the school level for 100 minutes each month. These workshops are conducted by the school administration and by a teacher-led professional development committee. In addition, assistant principals, guidnace counselors, social workers, parent coordinators, and school secretaries receive 100 minutes of professioanl development each month integrating stratgeis for use with ELLs and in parent development. The SBST, which includes school psychologists, occupational/physical therapists, speech therapists and additional social works participate in professional development to me the needs of ELL. This professioanl development is provided by the network personnel which supports the School Based Support Team.
2. A Ninth Grade curriculum night is held each year to make parents aware of the currciulum and classroom expectations. Ninth grade questionaires help teachers to better understand students' strengths and weaknesses.
3. Teachers are scheduled for 2 hours of professional development each month. In addition, professional development sessions are held for 8-10 days during Regents examination weeks. During this time teachers are provided with workshops and training that fulfill the 7.5 hours requirement for training of all staff members in ELL startegies and instruction. Teachers work individually and in teams to dvelop appropriate curriculum for the students. In addition, teachers attend national conferences as participants and presenters to further develop their craft.

E. Parental Involvement

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

Parent Involvement

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A										1		1	
	P													
READING/ WRITING	B													
	I													
	A										1		1	
	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: High School for Public Service			**School DBN:** 17K546
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Benjamin Shuldiner	Principal		11/30/11
Marisa Boan	Assistant Principal		11/30/11
Eric Ferreira	Parent Coordinator		11/30/11
Marisa Boan	ESL Teacher		11/30/11
	Parent		
Garth Wolkoff/ English	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		
	Coach		
	Coach		
Joeanne Pfeil	Guidance Counselor		11/30/11
Alexis Penzell	Network Leader		11/30/11
	Other		
	Other		
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: K546 **School Name:** High School for Public Service

Cluster: CFN 563 **Network:** New Visions

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.

Using the Home Language Identification Survey, and the ELL Parent Orientation we may determine the translation services needed to meet our students' needs. In addition to using staff members to serve as interpreters(Bilingual Spanish Parent Coordinator, Bilingual Spanish Assistant Principal, Bilgual Haitian Creole Para), we will use Translation Services through the DOE to contact parents. We will use DOE-approved vendors to translate important documents and notices to inform parents of important school events.

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.

HSPS must translate documents and parent notices intoBengali, Chinese, Haitian Creole, and Spanish. The Parent Coordinator will arrange to translate additional documents (not available on DOE website) using DOE-approved vendors, such as Lingualinx.com, to translate documents electronically. We also need to provide interpreters for parent meetings with our ELL Counselor and for Open House and Parent Teacher meetings. For these meetings, staff members (Bilingual Parent Coordinator - Spanish and Bilingual Para - Haitian Creole) will serve as interpreters, or we may use Translation Services.

Part B: Strategies and Activities

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

- Translational services are provided to all families as needed. New students are given a Home Language Survey in order to determine their language preference for communication. Onsite translation is made available by the Bilingual (Spanish) Parent Coordinator and Assistant Principal of Organization. In addition, a special education para is available to provide translation service in Haitian-Creole. In the event that a parent requires services in another language we will work with an outside vendor or utilize the services of the DOE via telephone.
- Most forms are available on the NYCDOE website in many languages. School letters and brochures are made available in other languages as need. Currently, the Parent Coordinator has arranged for free translation from the Translation Unit to provide services to translate the Family Handbook into 3 languages, Haitian Creole, Spanish, Bengali.

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

- Onsite translation is made available by the Bilingual (Spanish) Parent Coordinator and Assistant Principal of Organization. In addition, a special education para is available to provide translation service in Haitian-Creole. In the event that a parent requires services in another language we will work with an outside vendor or utilize the services of the DOE via telephone. Oral interpretations for parent meetings (Parent Teacher Conferences, College Fair, Parent Orientation, and Parent Teacher Association meetings) will be provided through staff members, parent volunteers or DOE translation services.

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

- Parents are notified of the Bill of Rights and interpretation services in Parent Orientation and when visiting the Parent Coordinator's office. The Parent Coordinator has copies of these documents in all languages, as well as an accessible method of determining the native language of the parents of ELLs. The schools will also take the following additional steps:

Make sure that interpretation notice signs are posted in several places throughout the school

- Prepare copies of the Parent Bill of Rights in the identified languages
- Work with an outside vendor or the Translation Unit to translate the school's discipline code into other languages
- Advise the SUNY Downstate Campus Health Center of the need to translate their forms which describe services along with the require parental permission forms