



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SCHOOL FOR PUBLIC SERVICE: HEROES OF TOMORROW  
**DBN (i.e. 01M001):** 17K546  
**Principal:** SEAN RICE  
**Principal Email:** [SRICE@SCHOOLS.NYC.GOV](mailto:SRICE@SCHOOLS.NYC.GOV)  
**Superintendent:** KAREN WATTS  
**Network Leader:** ALEXIS PENZELL

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sean Rice	*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	
Miles Young Thornton Herby Cela	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Eric Dalio	Member/ UFT Teacher	
Leslie Moore	Member/ UFT Teacher	
Cynthia Muldrow	Member/	
Verna Hinds	Member/ Parent	
Michelle Young	Member/ Parent	
Sharon Clarke	Member/ Parent	
Vanetta Phillips	Member/ Parent	
Althia Velinor	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

**Increase the percentage of students in the lowest third earning ten (10) or more credits in each of the four (4) cohorts to 88%**

### 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.

- The 2012-2013 School Report Card Credit Accumulation section depicted the percentage of students in the lowest third earning 10 or more credits As follows:

9<sup>th</sup> graders in the lowest third earning 10 or more credits was 85.3%

10<sup>th</sup> graders in the lowest third earning 10 or more credits was 92.0%

11<sup>th</sup> graders in the lowest third earning 10 or more credits was 86.1%, respectively.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- The entire staff at HSPS will be responsible for monitoring all student progress, throughout each of the six (6) marking periods. Individual teacher, department, and grade-level cohort scholarship reports will be generated after each marking period is completed. The data will be disaggregated and discussed at cabinet, department, grade-level, and advisory meetings. At risk students will be identified and scheduled for a parent conference with each teacher of a failed subject. Students who are in danger of failing a class will be invited to after school tutoring, twice per week. In addition, students who display skill deficits will be given immediate access to our Barron's Online Enrichment program, for additional blended learning opportunities at home.
- Our school will employ two (2) licensed special education teachers to support our IEP population. One teacher will conduct stand-alone resource room classes for all SETTS students. The second teacher will be used to support our ICT program for push in academic support.

#### B. Key personnel and other resources used to implement each strategy/activity

1. All Classroom Teachers
2. Individual Grade Level Advisors
3. Special Education Teachers and SBST
4. Support Staff: Guidance Counselor, Social Worker, Administration
5. Parent Coordinator
6. Data Reports: STARS Department/Grade-Level/Cohort Scholarship Reports
7. ARIS/Skedula Reports

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 6 Marking Periods for grade reporting.
2. Weekly Advisory Sessions
3. Weekly Cabinet Meets

4. Bi-Monthly Pupil Personnel Team meetings

**D. Timeline for implementation and completion including start and end dates**

- 1. Marking Period Tracking-September to June: Benchmarks at October, December, January, March, May, June
- 2. Advisory Sessions: Whole School: Weekly on Fridays: September 13, 2013 through June 13, 2014
- 3. Cabinet Meetings with Administration, Department Chairs, Guidance Department: Weekly on Wednesdays: September 11, 2013 through June 18, 2014
- 4. PPT Meetings: Social Worker, Guidance Counselor, AP, COSA
- 5. Parent Curriculum Night-September 25, 2013

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. Weekly Monday Morning Professional Development Sessions to Address At Risk Populations and Solutions
- 2. Scheduled Advisory Classes with all students
- 3. Cabinet Meetings: Every Wednesday 12:15pm-1:15pm
- 4. PPT Meetings: Every Friday: 12:15pm-1:15pm

**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).

Principal and Parent Coordinator will meet on a weekly basis to discuss the At Risk students. Parent coordinator will conduct on going outreach to parents concerning student progress. Principal will present workshop at two PA meetings on academic improvement strategies for parents, each semester (October/March).

Parents of at risk students will be invited to sessions designed to increase parental knowledge of tracking systems, such as transcripts, report cards, and PupilPath/Skedula. Parents will be trained on how to identify signs of academic struggles, as well as methods for improving their child's performance. Parents will be given access to their child's Skedula account by September 30, 2013.

Parents will also be invited to HSPS Curriculum Night on September 25, 2013. All parents will be given an opportunity to attend 15 minute versions of their child's classes. Each class teacher will present an overview of the syllabus, curriculum, common core-identified components for the semester, classroom protocols and expectations, calendars, as well as other significant academic criteria.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

**Goal and Action Plan #2**

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 a 90% Graduation Rate for the 2014 Cohort

**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.

Systemic changes to our school system and state graduation requirements have challenged student graduation rates. Small school, such as HSPS is required to use creative programming, staffing, as well as the Chancellor’s Initiative on Special Education to ensure that all students are given the opportunity to earn a high school diploma. Our school has seen a significant increase in special education enrollment. In addition, the RCT safety net is being phased out for state exam requirements. Also, our school has opened an Opt-Ed program, which is being filled with academically at risk students.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Our pupil personnel team will meet each week to discuss at risk students. This team will create individualized intervention plans to ensure that all students are given the opportunity to graduate on-time. The team will consist of an assistant principal, guidance counselor, social worker, data specialist, and one teacher.
- Advisory program will target and support students who display credit and/or Regent/RCT deficits towards graduation. Advisors are assigned to small cohorts of students to create learning communities. Advisory will implement student workshops to improve study skills, test prep, credit assessment, and homework support. At risk students will be matched with stronger peers to create peer tutoring teams.
- Core departments will offer after school tutoring programs designed to target low performing students in ELA, SS, Math, and Science. The goal of the after school program will be early detection of struggling students to avoid course failures.
- Credit Recovery programs will be offered to address the percentage of students who do not meet course expectations. Our schools Academic Committee will be each term to determine the eligibility of students for credit recovery opportunities, as outlined in the new DOE Academic Policy. Credit recovery opportunities may be offered after school, during winter and spring recesses, and during regent’s weeks and summer school.
- Pupil Support Team will include our guidance counselors, social worker, and SBST. Members of this team will coordinate with the pupil personnel team after each weekly meeting to offer additional supports for at risk students, including small group counseling, time-management training, transcript review, parent outreach, and college-bound support.
- At risk students will be referred for additional resources with our supporting CBO Staff: Global Kids, BuildOn, CORO, KAVI, KAPLAN, New York Cares, Elizabeth Arden

**B. Key personnel and other resources used to implement each strategy/activity**

1. Department Chairs
2. Content Area Teachers
3. Parent Coordinator and PA President
4. All Parents
5. CBO Staff
6. Rosetta Stone
7. Barron’s Online

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Marking Periods for grade reporting.
2. Weekly Advisory Sessions
3. Weekly Cabinet Meets
4. Bi-Monthly Pupil Personnel Team meetings
5. C6 Small Group and one-to-one Tutoring Programs

**D. Timeline for implementation and completion including start and end dates**

1. Marking Period Tracking-September to June: Benchmarks at October, December, January, March, May, June
2. Advisory Sessions: Whole School: Weekly on Fridays: September 13, 2013 through June 13, 2014
3. Bi-Monthly Department and Grade-Level Team meetings, Monday Afternoons.
4. Cabinet Meetings with Administration, Department Chairs, Guidance Department: Weekly on Wednesdays: September 11, 2013 through June 18, 2014
5. PPT Meetings: Social Worker, Guidance Counselor, AP, COSA
6. Parent Curriculum Night-September 25, 2013
7. C6 small groups and one-to-one tutoring sessions during Professional C6 periods.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Weekly Monday Morning Professional Development Sessions to Address At Risk Populations and Solutions
2. Scheduled Advisory Classes with all students
3. Contracted Faculty/Department Meeting and Professional Development Sessions.
4. C6 Selections
5. Cabinet Meetings: Every Wednesday 12:15pm-1:15pm
6. PPT Meetings: Every Friday: 12:15pm-1:15pm

**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).

Parent Workshops designed upon request.

Principal lead PA workshops each semester

Curriculum Night, PT Conferences, individual parent conferences, ongoing.

- Parents of at risk students will be invited to sessions designed to increase parental knowledge of tracking systems, such as transcripts, report cards, and PupilPath/Skedula. Parents will be trained on how to identify signs of academic struggles, as well as methods for improving their child's performance. Parents will be given access to their child's Skedula account by September 30, 2013.
- Parents will also be invited to HSPS Curriculum Night on September 18, 2013. All parents will be given an opportunity to attend 15 minute versions of their child's classes. Each class teacher will present an overview of the syllabus, curriculum, common core-identified components for the semester, classroom protocols and expectations, calendars, as well as other significant academic criteria.

Parent outreach will be conducted on a continual basis. Daily parent phone calls will be made to students who are absent, students who display academic or behavioral distress, and students who fail to attend recommended after school tutoring.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
NA							

**Goal and Action Plan #3**

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 a 93% Attendance Rate for the 2013-2014 academic year****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.

Student attendance rates are directly related to credit accumulation and graduation rates. Our school's year-to-date attendance rate for 2012-2013 year was reported as 92.6%. A high percentage of our off-track students displayed an attendance rate lower than our school-wide average of 92.6. Four of the six students in the senior cohort who did not graduate had an attendance rate lower than 92.6%. 3 of the 5 students who earned a local diploma instead of a regents diploma had an attendance rate less than 92.6%. 63% of all students who earned less than 10 credits had an attendance rate of 92.6%

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Principal will receive RPCC ATS generated Cut Report every Monday Morning for the entire year. The report is reviewed and at risk students highlighted. Parents are contacted and advisors receive data.
  - Classroom teachers will keep strict attendance records for all students. Students displaying less than 90% attendance, more than 3 consecutive days absent, or who appear on the 407 list will be discussed at our weekly pupil personnel meeting.
  - Attendance data will be shared with the entire school community, on a weekly basis.
  - Support staff (secretaries, school aides, guidance counselors, social worker will make daily contacts with parents of absent students.
  - Classroom teachers will contact parents of students with poor attendance.
  - Advisors will hold weekly meetings with student who display patterns of poor attendance.
  - Students with poor attendance will be placed on an automated call list with SchoolMessenger.
  - Monthly attendance progress reports will be mailed to parents of students with less than 90% daily attendance.
1. Students who are not present for advisory meetings will be placed in our attendance teacher caseload. Home contacts and in-person visits will be made to rectify the attendance issue. Extreme cases will be referred to ACS for educational neglect.

**B. Key personnel and other resources used to implement each strategy/activity**

1. All Classroom Teachers
2. Administration
3. Pupil Personnel team
4. District Attendance Teacher and Supervisor
5. Network Support Staff
6. Parent Coordinator
7. Guidance Staff
8. School Aides

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Classroom attendance records
2. Weekly RPCC Report from ATS
3. YTD attendance report, whole school, grade-level, and individual students
4. PPT meetings

**D. Timeline for implementation and completion including start and end dates**

1. Weekly RPCC Review and data share
2. Weekly PPT meetings, Fridays at 12:15pm
3. Weekly cabinet meetings, Wednesdays 12:15pm
4. On going individual parent conferences
5. Weekly phone contacts by advisors

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

RPCC Reports printed by school aide and delivered to principal on Monday mornings.  
 RPCC Reports delivered to attendance team every Thursday morning for use at weekly meetings  
 Principal requests for all academic teachers, lists of students displaying poor attendance in individual classes.  
 Principal creates and schedules automated voice message to all parents of students with poor attendance. Content is specific to attendance issues.  
 Weekly, principal distributes cutting report to entire staff (Mondays)  
 Ms. Headley (school aide), Ms. Miller (GC), Mr. Ferriera (Paren Coordinator) conduct weekly phone calls to parents concerning attendance issues.  
 Regularly scheduled Friday advisory classes will focus on group discussions about attendance, as it relates to academic success.  
 Ms. Mickenberg, Ms. Miller, and district attendance teacher all share caseload of students who fail to respond positively to prior outreach.

***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).

- Parents of student with poor attendance will be invited to night sessions for additional supports. Parents will be offered workshops focusing on the correlation between student attendance, credit accumulation, and graduation rates.
- Parents will be trained to use PupilPath/Skedula to track their child's attendance.
- Monthly attendance progress reports will be mailed to parents of students with less than 90% daily attendance.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

NA

**Goal and Action Plan #4**

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.

***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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

**Goal and Action Plan #5**

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.

**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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					



### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Exposure to Reading Resources (ie: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone Programs (students are given at home access)	<ul style="list-style-type: none"> <li>• Small Group and Individual Tutoring Available</li> <li>• In class resources provided by support staff</li> <li>• Resources available for “check out” for use at home</li> </ul> <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> <li>• During scheduled classes</li> <li>• Zero period, after school, and Saturday sessions offered throughout the year.</li> <li>• After-school regents prep scheduled each semester</li> </ul> <p>Online Access September to June</p>
<b>Mathematics</b>	One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Barron’s Online Program in Algebra and Geometry (students are given at home access)	<ul style="list-style-type: none"> <li>• Small Group and Individual Tutoring Available</li> <li>• In class resources provided by support staff</li> <li>• Resources available for “check out” for use at home</li> </ul> <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> <li>• During scheduled classes</li> <li>• Zero period, after school, and Saturday sessions offered throughout the year.</li> <li>• After-school regents prep scheduled each semester</li> </ul> <p>Online Access September to June</p>
<b>Science</b>	One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Barron’s Online Program in Living Environment, Earth Science, Chemistry, and Physics (students	<ul style="list-style-type: none"> <li>• Small Group and Individual Tutoring Available</li> <li>• In class resources provided by support staff</li> <li>• Resources available for</li> </ul>	<ul style="list-style-type: none"> <li>• During scheduled classes</li> <li>• Zero period, after school, and Saturday sessions offered throughout the year.</li> <li>• After-school regents prep</li> </ul>

	are given at home access), Interactive Software SCIENCE 3D integrated in classrooms.	“check out” for use at home Online Access to Interactive Resources	scheduled each semester Online Access September to June
<b>Social Studies</b>	One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Barron’s Online Program in Global Studies and US History (students are given at home access)	<ul style="list-style-type: none"> <li>• Small Group and Individual Tutoring Available</li> <li>• In class resources provided by support staff</li> <li>• Resources available for “check out” for use at home</li> </ul> Online Access to Interactive Resources	<ul style="list-style-type: none"> <li>• During scheduled classes</li> <li>• Zero period, after school, and Saturday sessions offered throughout the year.</li> <li>• After-school regents prep scheduled each semester</li> </ul> Online Access September to June
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At Risk Resource Room, Testing Modifications, Support Services Provided where appropriate. Small group counseling, one-to-one counseling, Family Support Outreach, Focus Groups, AIS Focus Sessions (Study Skills, Time Management, Test Taking Strategies) provided by support team.	<ul style="list-style-type: none"> <li>• Regularly Scheduled Mandated and At Risk Counseling</li> <li>• Parent and Family Support Sessions</li> </ul> Test and Academic Stress Reduction Group Sessions	<ul style="list-style-type: none"> <li>• Pull out and Push In support during school day</li> <li>• Weekly ICT Teams common planning time with support staff feedback</li> </ul> Grade Level and Department Meetings aligned to support staff goals and activities, weekly Monday meetings

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Our focus remains securing a highly qualified staff. In 2013-2014, our staff remains highly qualified and displays a high rate of retention. Of over 40 staff members, 1 transferred, 2 returned from leave, and 3 new members were added (special education, guidance, and PE). 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. Our staff includes new teacher mentors, DOE teachers of the year, as well as individuals selected by the DOE as supervisors of Regents Grading and network workshop facilitators.

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. As part of our vetting process, our hiring team considers level of teaching experience, innovation, educational philosophy, as well as additional skill and knowledge sets to be offered to our student population.

Our entire staff is offered access to professional development, each month. Lists of PD opportunities presented off-site are shared with our staff, weekly. We have designed need-specific weekly PD opportunities offered by our network, New Visions. In addition, our administration leads PD sessions each week, as well as teacher/department designed and lead PD, monthly.

**High Quality and Ongoing Professional Development**

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

Weekly Professional Development:

Lead by Principal, AP, and UFT Chairman for whole staff on Monday mornings. Topics are selected and designed based on staff requests and need assessments. In 2013-2014, the staff has chosen to focus on several items: Special Education Reform, Advance, Common Core/Regents transitions, Interdisciplinary Vocabulary, and At Risk Student Interventions.

Lead by New Visions Network, integration of special education instruction, creation of self contained and ICT settings, differentiation, assessment options, classroom models, curriculum design.

Monthly Professional Development:

Teacher and Department Lead, ideas for cross curricular, department support, and content specific sharing.

Year Long Focus on Vocabulary

ELA department lead initiative on content specific vocabulary acquisition to support student success and a college bound culture. Research based, as well as creative initiatives are utilized.

Common Core, Advance, and Regents transitions will be explored, as new information is offered.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Faculty and support staff convey concerns about students in temporary housing, foster care, violence and drug/alcohol prevention and rehabilitation, city and state housing programs. This information is used in planning assistance and support for students and families in need. The PPT focuses on the social and emotional needs of students, as well as serves as liaisons for outside organizations, such as ACS, counseling, etc.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Our entire school uses ongoing faculty sessions to review, discuss, and determine the assessment selections for our students, including MOSL, Periodic Assessments, benchmark and baseline options, as well as in class predictors for regents performance. The information is disaggregated in department, grade level, SLT, and cabinet meetings. All members of the school faculty, as well as our parent community is involved in the decision-making of school-wide assessment and preparation.

**TA Schools Only**

**Use of Program Resources**

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

NA

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA



# High School for Public Service

## **2013-2014 PARENT INVOLVEMENT POLICY (PIP)**

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 1<sup>st</sup> 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;



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 1<sup>st</sup> 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.

I have read this policy and understand my role in ensuring that all criteria is met. I understand that this policy has been written with the collaboration of the parents and educators of the High School for Public Service.

\_\_\_\_\_  
Sean Rice-Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>546</b>
School Name <b>High School for Public Service</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Sean Rice</b>	Assistant Principal <b>Marisa Boan</b>
Coach	Coach
ESL Teacher <b>Marisa Boan</b>	Guidance Counselor <b>Darlene Miller</b>
Teacher/Subject Area	Parent <b>Febe Daniels</b>
Teacher/Subject Area	Parent Coordinator <b>Eric Ferreira</b>
Related Service Provider <b>Rachel Mickenberg</b>	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>422</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>1.18%</b>
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out										2	2		1	5
SELECT ONE										0			0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	0	1	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	4
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ①

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				4		3	1		1	5
Total	0	0	0	4	0	3	1	0	1	5

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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										1	1			2
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian										1	1			2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	2	0	1	5

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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	2		1	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		1	
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The school uses DRA to determine reading levels before the teachers begin to plan their instruction. Differentiated instruction begins with this DRA 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Students who enter HSPS at the Intermediate Level progress to Advanced level within one year. Those at the Advanced Level test out in one year. The combination of ELL program with additional support in the Writing Workshop course enables students to become proficient in about one year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
It is difficult to identify patterns because we have such a small percentage of ELL. Last year the school had 3 ELL. of those, 1 progressed from Intermediate to Advanced and 1 moved from Advanced to Proficient (1 student was not tested). Instructional changes will be made in the areas of reading and writing for the 1 remaining student (Advanced) as her scores did not increase as well as her listening and speaking scores. The 3 new 9<sup>th</sup> grade students have been evaluated individually. They have reading and writing scores that are significantly lower than any student in the history of the school and require significant interventions. In addition, 2 of the 3 incoming ELL 9<sup>th</sup> graders this year are also classified as SWD and are in a Self-Contained class. The school has currently hired an experienced Special Education Teacher and an additional para to help serve these students.
4. For each program, answer the following:
  - a. 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?

This is the first year that HSPS will utilize ELL Periodic Assessments. As such, we do not have data. The school is currently using teacher-created assessments along with Developmental Reading Assessments (DRA) to modify instruction on an individualized basis.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Does not apply.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Does not apply
7. 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?

We do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 certified 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 responsible for setting up the testing schedules, securing a location, and organizing the materials, securing proctors, as well as administering the four components of the actual exam

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.

#### 2. Structures for Understanding Three Programs

New Parent Orientations are held each September to discuss curriculum. These orientations are conducted by the Guidance Counselor and the Bilingual 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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. 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.

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 Bilingual 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 contains a copy of the placement letter. Parents choice is an utmost priority and the Bilingual Parent Coordinator works closely with each family to make sure that their choice is honored. Through individual meetings, with the assistance of translation services if needed, the choice of each parent is honored.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Since the school has such a small population of ELL the NYSESLAT does not present any issues for the school in terms of scheduling. Students with IEP are afforded all necessary accommodations.

6. 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.) 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. 

5. The High School for Public Service is a small screened school. Currently, we have 5 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 closely with the Data Specialist and Guidance Counselor to determine trends in applicants, parent choice, and student achievement. 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.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The High School for Public Service is a small school which currently serves approximately 422 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 (5/401 or .007) 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. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are provided all testing accommodations as set forth by the NYS Education Department. These accommodations which may include translated versions and/or extended time or a third reading allow our ELLs to be appropriately evaluated.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Beginning this year, HSPS plans to begin incorporating the new ESL Periodic Assessment as part of our evaluation program.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The High School for Public Service has utilized differentiated instruction practices for over 5 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 students, 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 receiving 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:

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

7. 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?  
 The school uses a differentiated instructional model for ELL students which allows for the selection of various texts in all content areas. Teachers select 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 bilingual instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 In order to meet the diverse needs of ELLs within the least restrictive environment students receive ELA instruction for 240 minutes per week instead of 180 minutes as mandated by law. We are also able to provide 240 minutes per week of ELL support and instruction. The teacher works closely with the content area teachers to assist in the selection 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 <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

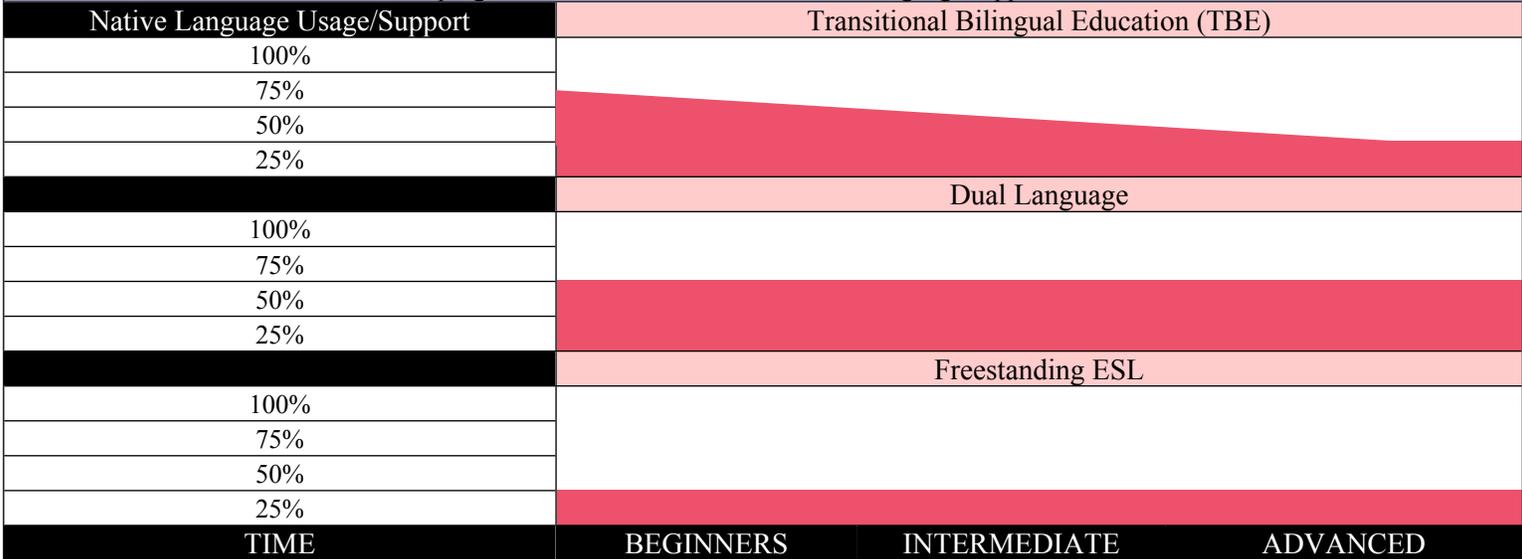
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

9. 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.

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 utilized in other content areas depending on the needs of the student. Using the results of periodic assessments, teacher created tests, and Regents exams, students in need of intervention are identified and placed in appropriate courses to support their learning and English language 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Students who participate in Writing Workshop as part of their ESL program show considerable gains in content area subjects, specifically ELA and History. They develop skills in presentation and public speaking, which coupled with increased confidence, enables them to excel in these subjects.

11. What new programs or improvements will be considered for the upcoming school year?

Writing Workshop continues to incorporate non-fiction texts in order to prepare the students for future Common Core Assessments. The teacher plans to include topics in biology which will also increase their performance in science.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 activities 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, Documentary 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is not delivered in our program.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services support, and resources correspond to the ELL's age and grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Language electives offered at our school include Spanish. The school is beginning to offer additional language elective through the use of online learning (Rosetta Stone).

19. For schools with dual language programs:

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

HSPS does not have a Dual Language Program

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All subject area teachers, Special Education teachers, ESL teachers, and paraprofessionals 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, guidance counselors, social workers, parent coordinators, and school secretaries receive 100 minutes of professional development each month integrating strategies for use with ELLs and in parent development. The SBST, which includes school psychologists, occupational/physical therapists, speech therapists and additional social workers participate in professional development to meet the needs of ELL. This professional development is provided by the network personnel which supports the School Based Support Team. This year the Network is offering additional support for our ICT Program on a monthly basis for about 4 hours each month. In addition, all content area teachers are receiving additional training in the new Common Core Learning Standards.

A Ninth Grade curriculum night is held each year to make parents aware of the curriculum and classroom expectations. Ninth grade questionnaires help teachers to better understand students' strengths and weaknesses.

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 strategies and instruction. Teachers work individually and in teams to develop appropriate curriculum for the students. In addition, teachers attend national conferences as participants and presenters to further develop their craft.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  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. The school also receives support from Elizabeth Arden which provides all families with access to Rosetta Stone for language development in school and at home.
  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 on projects based on the information and needs that are acquired during their monthly meetings.

## E. 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.

None

## 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)
Sean Rice	Principal		11/5/13
Marisa Boan	Assistant Principal		11/5/13
Eric Ferreira	Parent Coordinator		11/5/13
Marisa Boan	ESL Teacher		11/5/13
Febe Daniels	Parent		11/05/2013
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Darlene Miller	Guidance Counselor		11/5/13
Alexis Penzell	Network Leader		11/5/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: K546 School Name: High School for Public Service

Cluster: 563 Network: New Visions CFN 563

**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**

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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, Bilingual 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 into Bengali, 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

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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

