



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LEADERSHIP & PUBLIC SERVICE HIGH SCHOOL

DBN (i.e. 01M001): 02M425

Principal: PHILIP SANTOS

Principal Email: PSANTOS@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: MICHAEL ALCOFF

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
Philip Santos	*Principal or Designee	
Sara Mitchel	*UFT Chapter Leader or Designee	
Lillian Pacheco	*PA/PTA President or Designated Co-President	
Mike Mehmet	DC 37 Representative, if applicable	
Janny Perez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Coleman	Member/ Parent	
Iris Bonilla	Member/ Parent	
Susan Yousefi	Member/ Parent	
Allan Marks	Member/ Teacher	
Charlie Digruccio	Member/ Teacher	
Ashlee Lagares	Member/ Student	
Emmanuel Pacheco	Member/ Student	
Adrienne Howell	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

By June 2014, increased parental involvement by 10%.

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.

Over the past two years, less than 15% of parents have been involved in school activities. Parent involvement directly impacts the achievement of students. Therefore, the SLT has agreed that an increased focus on parental involvement should be a goal for the year.

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. We will begin to hold borough parent/teacher conferences.
2. The school will offer targeted parent workshops.
3. We will increase the amount of event that parents can attend.

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

1. Parent Association Executive Team
2. SLT
3. Leadership team.

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

1. Documentation of parents that attend the borough events.
2. Four workshops will be planned and attendance will be monitored.
3. Parent attendance will be monitored on a monthly basis (during SLT meetings).

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

1. Twice between January 2014 and August 2014.
2. Six times between November 2013 and June 2014
3. Monthly between January 2014 and June 2014

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

1. Acquiring a location for each event will be challenging.
2. Selecting relevant topics can be a challenge.
3. Organizing afterschool activities in order to attract parents can be a challenge.

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).

- 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.

Budget and Resource Alignment

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

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

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.

Over the course of the 2013-2014 school year, we will enhance the existing safety net for our students through a tiered intervention program. This will be evident by a decrease in suspensions, improvement in credit accumulation and improved scores in the student survey.

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.

- According to school surveys, two guidance counselors for 679 students have proven inadequate.
- 52 students in cohort O were significantly off track towards graduation.
- Credit accumulation in the 11th grade was 12 points below the peer index.
- A significant component of the small school structure is the ability to track, monitor and support all students.

Instructional Strategies/Activities

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. In September 2013, all students were scheduled in advisory classes. This course is designed to provide support for all students.
2. In September 2013, the Student Support Center (six social worker interns acquired from NYU, Columbia University 7 Hunter College) was established and it will serve student through June 2014. The purpose of the SSC is to provide extra assistance for our students.
3. Throughout the 2013/2014 school year, staff members and students will be trained in restorative practices.
4. September 2013 through June 2014, continuation of an online communication system between staff members.

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

1. Grade and department team leaders.
2. Full time social worker 7 interns.
3. Leadership team.
4. Full staff.

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

1. Credit accumulation at the end of the first semester will increase by 4% compared to the .
2. Documented visits by January 2014.
3. Superintendent suspensions will decrease by 3%.
4. Documentation concerning the amount of times that referrals are posted on JumpRope

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

1. September 2013 through June 2014.
2. September 2013 through June 1014.
3. Ongoing.
4. Ongoing.

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

1. All students were programmed for an advisory period in August 2013.
2. Salary of a full time social worker and a designated space for support center.
3. Development of RJ team and partnership with Morningside.
4. \$12,000 in order to purchase JumpRope.

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).

- 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.

Budget and Resource Alignment

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

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

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.

By September 2014, we will increase college and career readiness score from 6.8 to a 7.5 according to the school progress report.

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.

Over the past two years, less than 50% of our graduates were deemed college ready.

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. We have aligned our instructional focus in terms of authentic literacy and the development of cognitively engaging tasks.
2. We will increase after school and on Saturday enrichment programs.
3. All 12th grade students will be to take a minimum of one mandated college course.

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

1. Leadership team.
2. Grade and department teams.
3. Guidance counselors.

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

1. Unit plans, aligned to our instructional focus will be submitted.
2. Student participation in after school and Saturday programs will increase by 25% by June 2014.
3. 50% of 12th grade cohort will complete a college course during the Fall semester.

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

1. Daily between September 2013 and June 2014.
2. Weekly between September 2013 and June 2014 November 2013
3. College course begin in September 2013 and conclude in June 2014.

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

1. All unit plans and curriculum maps will be posted on an online google café.
2. We will create a PM and Saturday academy.
3. Partnership with Syracuse University and Touro College provides the opportunity for all 12th grade students to take a college level course.

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).

- 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.

Budget and Resource Alignment

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

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

Syracuse University
Touro College
Zurich Insurance Company

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.

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

1.

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

1.

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

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
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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.

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

1.

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

1.

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

1.

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

1.

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

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
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 Publication project Elective support courses Scholars Program	Small group and tutoring	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
Mathematics	Blended Learning & Flipped Classroom Scholars Program	Small group and tutoring	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
Science	Elective support courses Flex time	Small group, tutoring and one-to-one	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
Social Studies	Elective support courses Flex time	Small group and tutoring	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Support Center Restorative Justice Peer mentor program Advocacy groups	Small group and one-to-one	During the school day and after school.

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ul style="list-style-type: none"> • Ongoing recruitment of potential staff members. • A hiring committee consisting of 8 staff members was created in December 2012. • Interviews for potential staff candidates for the 2013/2014 school year began in January 2013. • Enhancing the interview process by mandating demo lesson with peer and student evaluation.

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).
<ul style="list-style-type: none"> • Require staff to attend ongoing network professional development. • Require staff to attend iZone affinity groups. • All staff members are required to conduct instructional rounds and intervisitations. • All staff member participate in three professional teams. • Increased mentorship program.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds will be used to support students in temporary housing

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.).

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.
Department and grade teams make all decision in terms assessment measures and professional development activities.

TA Schools Only

Use of Program Resources

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

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).

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
 - check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
 - set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
 - volunteer in my child's school or assist from my home as time permits;
 - participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
 - share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 02	Borough Manhattan	School Number 425
School Name Leadership and Public Service H.S		

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 Philip Santos	Assistant Principal Anthony Igbokwe
Coach type here	Coach type here
ESL Teacher Allan Marks	Guidance Counselor Rosemary Lebron
Teacher/Subject Area Ms. Villa	Parent Melanie Mendonca
Teacher/Subject Area type here	Parent Coordinator Valerie Casey
Related Service Provider Allan Marks	Other type here
Network Leader(Only if working with the LAP team) Michael Alcott	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	687	Total number of ELLs	44	ELLs as share of total student population (%)	6.40%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										23	5	13	3	44
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	23	5	13	3	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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. [?](#)

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	41	1	8	3	0	1				44
Dual Language										0
ESL										0
Total	41	1	8	3	0	1	0	0	0	44

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	23	1	5	2	13	2	3	0	44	5
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
TOTAL	23	1	5	2	13	2	3	0	44	5

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 44 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: Asian: 3 Hispanic/Latino: 39
 Native American: White (Non-Hispanic/Latino): 2 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										23	5	10	3	41
Chinese										1		2		3
Russian														0
Bengali										1				1
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	25	5	13	3	46

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)										5		1		6

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)										6	2	3	2	13
Advanced (A)										10	2	5	1	18
Total	0	0	0	0	0	0	0	0	0	21	4	9	3	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										5		1	
	I										6	2	3	2
	A										10	2	5	1
	P													
READING/ WRITING	B										5		1	
	I										6	2	3	2
	A										10	2	5	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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
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.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSELAT) and grades?

Paste response to question here: The NYSELAT revealed that the majority of our students scored better in listening and speaking than reading and writing. They are best at speaking and worst at writing. Help is needed for reading and writing and is provided through vocabulary, reading comprehension exercises, and regular practice writing in journals and at home. Dictation and reading out loud assists listening skills. While standardized tests set the foundation for the initial placement of the students in classes based on proficiency level, their motivation and dedication to learning has much to do with their advancement through and out of the ESL environment. Students are exposed to a wide range of materials at an equally wide level and how hard they work will be the best indicator as to how far and fast they move, additional support will be provided on the skills they need to improve based on the NYSELAT and LABR. Students who follow instruction seem to be doing well in English driven instruction. We do not have native language instruction except in NLA classes.

3. How will patterns across NYSELAT 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](#))

Paste response to question here: After a short period of time, exams in English with scaffolded teaching becoming the norm is used for instruction. The test results are analyzed and a road map is devised for those students to make sure that the skills that they need to improve are addressed and differentiation in instruction is utilized to better assist them in acquiring the required skills. The work has paid off in better test results and higher scores in content area classes.

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?

Paste response to questions here: After reviewing the data collected from our students, it appears as though fewer incoming freshmen are marked at beginning levels. There are quite a few freshmen entering with intermediate or advanced skills. Students, in general, fare better on exams in their own native language as opposed to English. Leadership and teachers work collaboratively utilizing ELL Periodic Assessments in order to make adjustments to schedule and pedagogical approaches. Students at Leadership and Public Service High School all receive a Personalized Education Plan via their leadership classes. This information is used in order to help students achieve their goals. Thus, this applies to our ELL population. Each teacher utilizes this information to best serve the student.

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](#).)

Paste response to question here: N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: Again, the PEP (Personalized Educational Plan) is used to facilitate this process.

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?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: After reviewing the data, it appears as though our school has been successful in helping students achieve success as evidenced by increase in test scores.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
The identification process occurs by the measures listed above. Additionally, information from middle schools (or transfer schools) are used in order to identify our ELL population.
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.
We have a parent coordinator who makes sure that parents receive the information in English and their native language.
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 [\[see tool kit\]](#).)
We have a parent coordinator who makes sure that parents receive the information in English and their native language.
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.
We have a parent coordinator who makes sure that parents receive the information in English and their native language.
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.
These are listed above in question 2.
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. 
That parents encourage their children to take classes. Parents allow decisions, for the most part, to be determined by the school.:

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])?

Instruction is delivered in a variety of ways. We have everything from self-contained to inclusion classes. We also provide pull-out for students who need it. Our staff works collaboratively to ensure that our ELL population is served. Our program model also varies from student to student. ELL students are grouped both heterogeneously and homogeneously.

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)?

Our staff has checked the necessary requirements of each student so that they receive the services they need.

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 area also varies depending upon student need. If a student is classified as a beginner, then he or she will be placed in suitable class.

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

This is done through a variety of testing.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Time is allotted throughout the year so that students may be evaluated.

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).

Differentiation occurs in each class. Depending upon the particular case, the differentiation will vary. Students who are classified as SIFE receive additional ESL classes so that they bring their education up to speed. Such students are given two English courses in order to facilitate reading and writing. This is true of our newcomer students. Students who are receiving 4 to 6 years of service will also vary upon their test scores. In short, each student is monitored in order to ensure that their education is being provided for in the most efficient manner.

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?

Instructional strategies are available from Mr. Marks, our ESL teacher.

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?

All courses are differentiated.

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

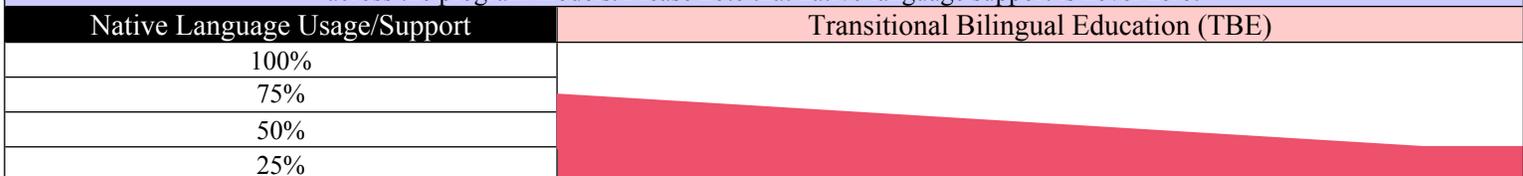
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.
RTI methodology is used and implemented here.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Although not every program can work at 100% efficiency, our program has been effective in meeting the needs of our ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
Further revamping of our RTI methods in order to ensure maximum efficiency.
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.
Students are afforded equal access to all school programs by delivering instruction that will increase proficiency in English.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
A wide variety of materials and technology are at our disposal in order to support ELL population. We have several laptop carts and two computer rooms that teachers can use. Additionally, Mr. Marks has his own dedicated laptops to use with our ELL population on a daily basis.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We do not have that this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All services are age appropriate in order to ensure proper cognitive development.
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.
Guidance counselors, parent coordinators, and teachers via Leadership (advisory) classes help students transition into High School.
18. What language electives are offered to ELLs?
Our school has only Spanish as a foreign language.
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)?

N/A

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.

Mr. Marks has a schedule for Professional Development he receives in order to help our ELL population. Mr. Marks has this information, which is available for our staff. Our staff provides support for our ELL population via Leadership (advisory). Our plan for the 7.5 hours of ELL training is still in development.

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?

We have parent involvement here at Leadership. We have community meetings to discuss a wide variety of subjects in order to ensure parent involvement. Our school does not partner with any CBO at this time. We evaluate the needs of parents by discussing their students with them. Based on this conversation, changes are made, if necessary, in order to meet the need of parents. Our parental involvement activities are designed to get parents into the schools in order to ascertain the needs of parents and address them.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Leadership & Public Service

School DBN: 425

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Philip santos	Principal		1/1/01
Anthony Igbokwe	Assistant Principal		1/1/01
Valerie Casey	Parent Coordinator		1/1/01
Allan Marks	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Villa	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rosemary Lebron	Guidance Counselor		1/1/01
Michael Alcott	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M425 School Name: Leadership and Public Service H.S.

Cluster: 9CL04 Network: 94N411

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the ESL program is as follows. One, to create a program by which students with Level 1, 2, or 3 can move to a higher proficiency of English in order to become successful and productive members of society. Level 1 students are those students who read/write below a 4th grade level. Level 2 students are defined by those students who read/write between 4th and 6th grade level. Level 3 students are those students who read/write between 6th and 8th grade level. By increasing the levels of ESL learners, said learners will have the ability to achieve success in courses and state mandated regents based exams, whereby students will be able to obtain a high schools diploma and meet the aforementioned goal.

The total numbers of students involved in this program are 25. This is subdivided into three following categories. There are 4 Level 1 students, 12 level 2 students, and 9 level 3 students. The supplemental program takes place during our Saturday academy. There are two sessions for the Saturday academy. The program meets from 9:00 am to 1:00 pm. Students learning is differentiated based upon their level. These classes are broken down into two sessions. The first session comprises students of Level 1 and 2 consisting of 16 students. The second session comprises the level 3 students consisting of 9 students. While one session is in progress, the other student meets with content area teachers who facilitate in smaller groups. There are 6 content area teachers that students have the choice to go to. Each section is two hours in length. These groups then switch. When these students are not with the ESL teacher, they are given instruction by content area that has been modified to meet their specific needs. Such needs are determined in consultation with the ESL teacher and content area teacher. The Saturday Academy program will run parallel to the after-school program for 20 four hour sessions.

The language of instruction for this course is in English.

The teacher that gives ESL instruction is Mr. Allan Marks, who is specifically certified in ESL education. Additionally, all core subject area teachers are present for Saturday academy to provide instruction for our ESL population. Again, there are 6 of these teachers available. Those teachers are Ms. Yoo (English), Ms. Glover (Special Education), Ms. Maurice (Special Education), Mr. Miller (Math), Ms. Kevlav (Math), and Mr. Hertko (Science). Since we are a consolidated school the Title III funds are mixed to pay for these teachers and the services they offer. The reason we have so many teachers during this time is to facilitate our ESL population. Thus, we adhere to the ratio of expenditure for Direct Instruction can be maintained at the 60% of our allocation.

As such, the ESL instructor Mr. Allan Marks teaches each ESL student. Mr. Allan Marks has made this list available to the common branch/content area teachers.

After school is from 3:15 until 4:15 Tuesday, Thursday, and Friday. This is a mini-Saturday academy in the sense that students may choose the particular subject that they need assistance in. This schedule often changes, as it is created by student need. Thus, if there is no need for after school Environmental science, then that session is not held. However, this is rarely the case. Therefore, the instructional sessions can range from 0-4, but averages over 3. There is one session that takes place during this time. Thus, 60 sessions over a 20 week period will be taught by our certified ESL teacher.

Part C: Professional Development

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

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

Begin description here: Part C: Professional Development

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

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

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

All professional developments are held every Wednesday. Each PD is differentiated by grade level. Each of these PD's will have a certain focus such as transcript analysis or kid talk. With such PD's students in the ESL population are discussed in relationship to the topic. The list of dates and PD topics are as follows:

1/9/13--9th and 10th grade intensives formation during Regents week. 11th and 12th grade teams will work on transcript analysis and an action plan for students who are in danger of failing.

1/16/13--9th grade: what does mastery mean? 10th, 11th, and 12th grade will work on criteria for students taking the regents and required interventions.

1/30/13--Faculty Circle and leadership analysis of end of semester grades.

[2/6/13--Grade team meetings, Izone, and Departmental meetings.](#)

[2/13/13--Izone and faculty circle](#)

[2/20/13--Department meetings and UFT meeting](#)

[2/27/13--Faculty circle and counciler training](#)

[3/6/13--Grade Team meeting and department meeting](#)

[3/13/13--Faculty circle and marking period analysis](#)

[3/20/13--UFT and Consultation meeting](#)

[4/10/13--Izone meeting and Faculty circle](#)

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Part D: Parental Involvement

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

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

This year, our school has embarked on an excited journey in our goal to move towards mastery based learning. As such, we have impleted a new grading/attendance/center of information system called Jumprope. The system grades individuals by their mastery. Furthermore, the program allows a section that creates a pool of information regarding the system. This allows for greater communication between student to teacher, teacher to teacher (in this particular case ESL teacher and common branch/content area teacher), and teacher to parent. At this point it is too early to determine if this system is working, however initial data (report cards) indicate the direction of success.

Also, we are working on adding a parent workshop for ESL parents to further assist them in the education process for their child. This is planned to take place during our Saturday academy.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		