



**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):	17K546
School Name:	HIGH SCHOOL FOR PUBLIC SERVICE
Principal:	SEAN RICE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 17k546
School Type: Public High School Grades Served: 9-12
School Address: 600 Kingston Avenue Brooklyn, NY 11203
Phone Number: 718-756-7525 Fax: 718-363-3206
School Contact Person: Sean Rice Email Address: srice@schools.nyc.gov
Principal: Sean Rice
UFT Chapter Leader: Jason Zanitsch
Parents' Association President: Ray Badal
SLT Chairperson: Jason Zanitsch
Student Representative(s): Shellie Welsh

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 929-271-3608 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 563 Network Leader: Lorraine Boylan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sean Rice	*Principal or Designee	
Jason Zanitsch	*UFT Chapter Leader or Designee	
Ray Badal	*PA/PTA President or Designated Co-President	
Lelia Headley	DC 37 Representative, if applicable	
Shellie Welsh Michael Benjamin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cassandra Potts	Member/Parent	
Danielle Hill	Member/ Parent	
Cynthia Muldrow	Member/UFT/Teacher	
Leslie Dalhlqvist	Member/UFT/Teacher	
Luc Delfeus	Member/Parent	
Beverly Hanshaw	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The High School for Public Service envisions its role as a place where students can make connections to their community while improving their academic, social, and environmental skills in order to impact positive change in society. We offer a small and dynamic learning environment with many service learning opportunities, a major component of our school and student life. Our mission to perform change-based community service is visible in our programming, afterschool activities, as well as a graduation expectation. It can also be witnessed in the ongoing improvements in the physical community surrounding our school. Graduates of HSPS are equipped with an impressive resume of college-ready academic credentials, as well as noted experiences of community involvement. Students are encouraged to strive for excellence through rigorous course work, performance-based mastery tasks, and proof of community impact. Our strengths include a staff fully committed to volunteerism, individualized instruction, and problem solving. The majority of our staff has served our school for their entire career. Our unique programming permits our school to benefit from longer periods, surpassing the required 180 minutes per week of instructional requirements. The majority of our classes meet for 212-260 minutes per week. Additional seat time enables our faculty to plan in-depth instruction. The HSPS advisory program allows our staff to make personal connections to all students, ultimately supporting the whole child.

As a small school, challenges include the ability to offer an abundance of elective courses for advanced students who satisfy basic requirements, early in their secondary career. In addition, smaller cohorts are continuously challenged by the impact off-track students have on the school performance. Also, as a campus school, shared space presents physical and programmatic challenges for large space usage, such as the PE space, cafeteria, auditorium, and the outdoor space.

Our school made vast improvements in the last school year. Our survey results have improved over the last three years, with satisfaction percentages moving from **8.3 in 2011-2012, 8.4 in 2012-2013, to 90.6%** with the new chancellor's reporting system in 2013-2014. Carefully planned changes enabled our school to move our School Report Card Overall Rating from the 74th percentile (A) to the 87th percentile (A). These changes included an increase in students taking College and Career Preparatory Courses. In 2012-2013, we received approval for our Pre-Calculus and English 11 courses to serve as College and Career Preparatory Course. In 2013-2014, we received a renewed approval on Pre-Calculus, English 11, plus added Medical Science 2, and English 12, increasing the number of students who are able to take rigorous courses in preparation for post secondary learning. In 2014-2015, we have been able to add depth to our after school programming. Our offerings now include Rosetta Stone blended learning for languages, Peer Mediation, Kaplan PSAT Prep and Sophomore Skills program, and KAVI tutoring and mentor support for students. Additional CBO partnerships include Global Kids, BuildON, Generation Citizen, Elizabeth Arden College and Career Readiness Workshops, New York Cares Club, CORO, MCC Theater and New Yorkers Against Gun Violence. Each of these CBO programs offers school-based after school programming for our students.

Our parent involvement has increased in 2014-2015. In September, we hosted a successful Curriculum Night where nearly 70% of all parents participated in an overview of all academic classes. Our PA has made a tremendous impact on school tone and culture. PA members have organized events, such as Family Movie Night, The Race to Advanced Regents Diplomas, Student/Family/Staff Sporting events, continuing education language programs, as well as a Parents Night at on Broadway.

We were able to move our overall attendance rate from **92.3% to 93.9%** since our last report card. Dedicated outreach programs incorporated regularly scheduled automatic phone calls, in person parent conferences, at-risk parent events, as well as curriculum topics for advisory classes.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During 2013-2014 school year, our staff took several measures to collect feedback from students, parents, and staff. Sources of data collection included the City-Wide School Survey, department-based surveys, guidance interviews, SLT meetings, whole staff and committee meetings, and student achievement data reviews. The information produced a need for our school to offer additional, high standards level courses for our on-track upper classmen. The majority of our seniors remained on track and exhausted the course offerings at HSPS. Without the ability of hiring new staff, our leadership team designed additional methods for meeting the growing need for advanced courses at our small school.

An identified strength of our school is the integration of ongoing community service work and the integration of service learning for our students. HSPS continues to offer a dedicated course on community service design, as well as Go Green, a food rights course. Course goals for Community Service and Go Green are intensive and supportive of multidiscipline integration. In this way, our school continues to customize instruction based on our strengths and history of success. Dedication to community service continues to create a need for high staff and parent involvement. We continue to use flexible and creative programming to offer incentives for teachers to affect our community service programs. Teachers utilize C6 assignments, as well as volunteer for activities afterschool and on weekends.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Create one additional advanced elective course per core department (ELA, Social Studies, Science, Math). Recruitment will ensure that each course will attract a minimum of 25 students in the first offering. This will allow our administration to include the electives as one of a teacher’s 5 classes without creating the need for additional hires. Our goal is to offer the new electives at least once during the Fall and Spring of the 2014-2015 school year. This will allow all students to consider options in the area of their preferred choice. The additional course offerings will enable students to experience rigorous instruction while earning supplementary credits. The courses will provide college and career level enrichment for our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of 			

Trust			
<p>New Electives:</p> <ul style="list-style-type: none"> • Art and Archeology • 21st Century Activism • Honors Chemistry • Honors Pre-Calculus • Advanced Statistics. <p>Students will be given an option for earning additional elective credits advancing their knowledge and skills in each of the four core areas. Minimally, courses would serve as one semester. one credit courses, preferably, one year/two credit courses.</p>	On Track Juniors and Seniors	September 2014-June 2015	Teachers and Department Chairs
<p>Tuesday Tutoring. Students with disabilities are encouraged to take advanced electives at our school. In addition to daily afterschool department tutoring by teachers, our team of paraprofessionals (under the supervision of SE teachers and administration) will now offer homework and mastery support for all students with an IEP. This will include access to technology and research resources. Parents will receive phone calls and printed afterschool calendars to encourage students to attend. Paraprofessionals will be available to meet with parents on Tuesdays and during parent teacher conferences to share feedback and progress. March conference will target off-track and IEP students for individualized feedback and support. Students will be given time to work with the paraprofessionals assigned to their schedule. This will enable the student-paraprofessional relationship to develop and strengthen, throughout the year. The student will learn to rely on their paraprofessional as a source of support and academic guidance. The special education and general education teachers will provide the paraprofessionals with materials, instructional support, and supervision to increase the success of the Tuesday program. As the para provides the students with all the necessary needs (instruction materials, academic support, technology, parent communication, positive reinforcement and feedback, the bond will increase.</p>	Students with IEP.	October 2014-June 2015	Assistant Principal, special education teachers
<p>Parents will receive ongoing communications via mailings and Phone Messenger outlining the new offerings. In addition, parents will receive information at open houses, orientation, Curriculum Night, Parent-Teacher conferences, PA meetings, SLT meetings. Students will receive a course offerings worksheet to share with parents, weeks before the deadline.</p> <p>In addition to providing information, parents will also receive the opportunity to share ideas and feedback on our course offerings. Our full time parent coordinator and PA president will maintain an open dialogue with all parents about questions and concerns. Parents are invited to serve as guest speakers in elective classes and during career events.</p> <p>Our guidance counselor is available on Tuesdays, afterschool to meet with parents who may have questions and concerns about their child or our academic programs.</p>	Parent Coordinator, Principal, PA President, SLT	October 2014-June 2015 March 15'	Principal, Parent Coordinator, Guidance Counselor

<p>The selection of the four courses was a direct result of feedback and conversations with our students and parents. Students will be empowered to help create course options and elective experiences, based on their interests. Students and parents are engaged in the conversation about the school survey and its impact on school decisions for change.</p> <p>IEP students will be given time to work with the paraprofessionals assigned to their schedule. This will enable the student-paraprofessional relationship to develop and strengthen, throughout the year. The student will learn to rely on their paraprofessional as a source of support and academic guidance. The special education and general education teachers will provide the paraprofessionals with materials, instructional support, and supervision to increase the success of the Tuesday program. As the para provides the students with all the necessary needs (instruction materials, academic support, technology, parent communication, positive reinforcement and feedback the bond will increase.</p>	All school stakeholders	October 2014-June 2015	Special Education Team
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Paraprofessional team, special and general education teachers, access to computer lab, copies of all school issued text books and handout materials, student-parent contact information.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The principal’s cabinet will examine the positive and negative impact of new elective courses in each department. Fall semester grades, requests to drop courses, teacher and parent feedback will be gathered to inform the discussion. Mastery work will provide the opportunity for school staff to examine the level of student work in the new courses to determine if it approaches college readiness.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The High School for Public Service provides a rich, student centered environment for college-bound students. One of the cornerstones at HSPS has always been the creation and support for strong student voice. The school offers several outlets for students to participate in school-level planning and impacting change. The Heroes of Tomorrow or HOT TEAM is comprised of several students from each grade level, lead by our school social worker. The student committee meets bi-monthly, and upon request. Students are given the opportunity to create the meeting agenda and guide the discussion. HOT Team meets with the principal, upon request. Last year, the HOT TEAM shared suggestions for increasing student voice at our school. Students felt that they wanted to create a mechanism for supporting disruptive students, as well as impacting disciplinary practices. Students also wanted to become more active in local social issues.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1-Create a student-based mediation team that would work in conjunction with our dean and advisory teachers. The student team will be trained during the Fall term and in place to serve the student population by the first day of the Spring term. Each member of the team will acquire a certificate displaying satisfactory completion of training.

2-Create a forum for which student can learn how to impact greater change in our community. The format would be a one semester course based on the fundamentals of successful activism. Students applying to the course must have the successfully completed the pre-requisite Community Service course offered at our school.

Both the peer mediation and activism course would be created and implemented in the Fall 2014 semester and re-evaluated in June 2015 for continuation. The new activism course will be offered during the Spring term . Outreach and recruitment will ensure a minimum of 25 students enrolled in the course.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			

<p>Secure a credited organization to provide student training and resources for Peer Mediation. Create least restrictive criteria for selecting students to participate. Accept input from advisors for student nominations. Provide school support for new student Peer Mediators to take action and impact positive change. This program will become a viable option used to reduce student suspensions and other disciplinary measures.</p> <p>2-ELA elective based in research and writing with a focus on community activism. Students will begin by focusing on school-based change before moving to community-based projects affecting the larger society. The course will enable our students to become peaceful and effective activists for change.</p>	<p>1-Volunteer Students, Dean, additional school staff members.</p> <p>2-Students electing to enroll/11th and 12th graders</p>	<p>1-Fall Term- Training and program set up. Spring Term- Program Implementation as alternative to school discipline and suspensions.</p> <p>2-Fall Term</p>	<p>1-Dean, administration, social worker, advisors</p> <p>2-ELA teacher and chairman</p>
<p>1-Students with IEPs and disciplinary records may submit applications to the program. Students with a history of incidents would be encouraged to consider the program, as a method of counseling and training for change.</p> <p>2-All students are encouraged to apply for this elective course. Special education staff will support IEP students who enroll.</p>	<p>IEP Students, at risk students</p> <p>All students</p>	<p>Fall Term- Training and program set up. Spring Term- Program Implementation as alternative to school discipline and suspensions.</p>	<p>Dean, administration, social worker, advisors</p>
<p>Information will be shared with ALL parents concerning the program. Students applying for the program will be required to submit a parent permission slip.</p>	<p>All parents</p>	<p>2014-2015 school year</p>	<p>Dean</p>
<p>Students will be given the opportunity to gain greater control over school decisions concerning their peers. Students gain training that will enable them to improve the safety and security of their building, as well as improve relationships with their peers.</p> <p>In the activism course, student will learn to share ideas, elicit the support of school staff for projects, voice opinions, and make change.</p>	<p>Selected mediators</p> <p>All students</p>	<p>2014-2015 school year</p>	<p>Peer Mediators, dean</p> <p>All school</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1-Per session for dean during training. Use of dean’s conference room for student mediations, dean to communicate to outcomes to parents.</p> <p>2-Certified ELA teacher, teacher created curriculum/access to computer lab, course included in offerings and programming considerations for student with room for electives.</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

The principal’s cabinet will examine the positive and negative impact of the activism course, as well as the new initiatives taken by the participants. Mastery work will provide the opportunity for school staff to examine the level of student work in the new courses to determine if it approaches college readiness. Impact will be measured in June.

2-Track rate if incidents, suspensions (OORS Reports) measured in June.

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a small school, the majority of our staff participates in activities beyond the classroom. Most of our teachers offer tutoring, advise clubs, and serve the school in several capacities. The 2014 UFT contract will enable our staff to collaborate on specific school projects and professional development teams. Our staff has stated the need to focus on supporting the general ongoing activities and tone that allow our school to be successful. Increased focus on Common Core, Danielson, changing student populations, and staff changes has created a need for common planning and development time. As a result, all staff has agreed to participate in a school sub-committee of their personal choice. Our school strength continues to be willingness of staff to engage in volunteer work to improve school success. Each teacher will join a sub-committee focusing on a school area for improvement. Committees will meet to discuss the vision and initial focus points for year. Teachers will be able to share out at whole staff meetings. The committees will meet at least 5 times per semester.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Examine the systemic changes and explore the challenges currently facing our school at the beginning of the fall term. Compare the characteristics that have allowed our school to achieve success and identify new challenges. After identifying new challenges, categorize each and create small teacher teams to address needs and create change. All teachers will select a committee to serve. School-based teacher teams will include: Academic Progress, School Culture, Staff Culture, Community Service, Senior Progress, Special Education. Each committee will create a list of focus items and share with whole staff during the Fall term. A mid semester share out during the spring term will offer updates. Where possible, committees will involve students to affect change.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement			

18. Activities that address the Capacity Framework element of Trust			
Teacher Teams will meet the 1 st and 3 rd Monday of each month, for Professional Development and activity planning. Each meeting will consist of a discussion focus and identified outcome. All teams will include at least one member of the principal's cabinet. The cabinet will share and review feedback and make decisions for planning and implementation of change or support. Paraprofessionals are included on teams.	Entire HSPS Staff	September 2014-June 2015	Cabinet Members/Administration
One of the teacher teams is Special Education. This team will focus on the ongoing challenges and progress of all IEP students and programming. If necessary, the Special Education team will inform other teams about the needs of our IEP population.	Special Education teachers, selected paraprofessionals, minimum of two general education teachers (one from math/science and one from ELA/SS).	September 2014-June 2015	Special Education Team
Teacher teams will share information with entire staff during whole group, department, and grade-level PD sessions. Staff will incorporate information to be used on Tuesday parent communication outreach. Team leaders will communicate with administration and our parent coordinator to ensure parental involvement.	Parent Coordinator/Principal/PA leadership.	September 2014-June 2015	All staff
Ongoing collaboration among teachers, support staff, administration, and parents will ensure the presence of parent involvement. Monthly SLT meetings will offer an opportunity for parents to remain engaged. Staff will remain involved at the decision-making level of all aspects at HSPS.	All staff	September 2014-June 2015	All staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common planning/Professional Development/SLT sessions used to collaborate with entire school community. All teams will have ongoing access to our data sources, including STARS, Skedula, ATS. Administration remains flexible when planning contractual time on Monday and Tuesday afternoons. Teacher team requests will be honored for additional time and flexibility, when needed.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

Teams will create a list of topics to be addressed throughout the semester.

Team effectiveness will be discussed at the end of the fall term and school year, February/June sessions.

If necessary, committee focus and makeup will be changed for future semesters.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The majority of HSPS teachers have been teaching for 5+ years and were rated within the Effective and Highly Effective categories for the 2013-2014 school year. Teacher development and support will continue for the 2014-2015 school year through the use of the Danielson Rubric, individual support, and all staff sessions.

The principal and assistant principal assume the responsibility for setting high expectations for all students through constant interaction, feedback, and intervention with students of all levels. The administration must message the school’s expectations for success, for teachers, parents, and students. 2013-2014 school year resulted in 5 teachers with Highly Effective ratings and 1 Developing teacher rating. One additional teacher with a Developing rating was added in the fall. Teachers will utilize inter-visitation as a method for improving teacher practice. Administration will support developing teachers by ensuring classroom resources, goal setting, and professional development. Developing teachers will be offered the ability participate in Academic Intervention Services with struggling students. Teacher scholarship data will be examined after each marking period. Feedback on student scholarship will be shared with teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Principal and assistant principal will offer all teachers the opportunity to select their observation choices, as outlined by DOE regulations. Teachers will have full access to supervisors who maintain an open door policy. All teacher observations will be completed by the contractual dates in the spring.

Administration will take the lead on messaging high standards and expectations for academic success. Principal will engage parents and students in discussions about graduation expectations and college readiness. Principal will ensure that all students understand the requirements set forth by NY State and NYC DOE, as it relates to graduation requirements and college readiness. The principal will deliver a presentation on graduation requirements and college readiness to all 9th and 11th graders during the spring team by visiting each 9th/11th grade class for an entire period.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<p>Principal and AP will conduct and track all Advance observations. Teachers who exhibit the need for additional support, or display poor ratings will be receive additional observation/support opportunities.</p> <p>Principal will meet with teachers who earned HIGHLY EFFECTIVE ratings in 2013-2014 to elicit peer support for instructional staff. HE teachers will be given the opportunity to serve as model classrooms and inter-visitation partners.</p> <p>Minimally, the principal will personally conduct the following sessions for students, each semester:</p> <ul style="list-style-type: none"> • One Town Hall meeting per grade level for all students. • One period outlining the school’s academic, community service, and behavioral expectations for all 9th graders (push into classes). • One-to-one meeting with students who consistently fail more than 2 classes. • One-to-one meeting with students who consistently display cutting patterns. • State of the School address to parents’ association (night meeting). • Fall orientation for all parents and students, outlining the schools programs, course offerings, enrichment and intervention opportunities, extracurricular activities, discipline code, rules and regulations, school data, and CBO partnerships. Spring parent meeting to discuss status of at – risk students and intervention methods. • Principal will meet with cabinet, UFT leadership, Student Government, HOT TEAM, and Peer Mediators on a regular basis or upon request. 	Classroom Teachers	September 2014-June 2015	Principal and AP
<p>Principal or AP will participate in Special Education and Pupil Personnel team meetings, IEP conferences, and PIF interviews. Principal or AP will conduct all interviews sent by enrollment.</p>	Special Education team	September 2014-June 2015	Principal and AP
<p>Principal will engage parents in opportunities to participate in school-wide events, policy meetings, creating new programs, and staff interviews. Principal will ensure that the parent coordinator is playing an active role in academic intervention, student discipline, attendance outreach, always maintaining strong communications with parents. Principal will initiate communications to all parents, such as newsletters, written communications, automated voice messages, emails, and meetings.</p>	Parents, parent coordinator	September 2014-June 2015	Principal and AP
<p>Outreach, parent events, teacher teams, cabinet, student-centered committees will ensure that all stakeholders are given the</p>	Entire school	September 2014-June	Principal and AP

opportunity to actively participate in school planning.	community	2015	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal and AP will use access to Advance system/Regular teacher schedules
- Highly Effective teachers and their classrooms for inter-visitation
- Common planning/PD sessions for share outs
- Auditorium for town hall sessions

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

Advance to track observations

STARS to track student progressATS to track student attendance

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As seen in the 2012-2013 School Survey, 6% of parents completing the survey felt that they were not “well informed” about what their child was learning. As a result, our school leadership identified a need to improve knowledge of curriculum and enrichment opportunities. In the fall of 2014, parent attendance at Parent Teacher conferences was approximately 47%, down from 53% in the fall of 2013. Our staff attributes the decline to the addition of Curriculum Night, offered weeks before the PT Conferences. We have identified the need to increase parent attendance at conferences and other school wide events. HSPS will engage in various forms of outreach to increase parent involvement, including phone calls, emails, SLT and PA recruitment, incentive parent gifts. In addition, HSPS will recruit participating CBOs to conduct outreach for students in their programs. Strong relationships with our community programs will increase the communication with parents. Data sources used: parent attendance sign in, Skedula/PupilPath communications, ATS rosters. Students identified as “at risk” will receive additional outreach. Student grade level scholarship reports will be used to identify groups.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In 2014-2015, teachers will prepare a detailed course outline/syllabus to be distributed during the first week of school. In addition, all parents will be invited to attend a brief orientation during the first month of school, for EACH of their child’s academic classes. Each class will offer a mini demo lesson, sampling the style of activities and materials to be covered. Parents will receive access to their child’s Datacation account for ongoing monitoring of progress. Individual teachers’ will distribute instructional overviews to attending parents. Attendance lists will be used to identify parents who were unable to attend. Materials will be mailed to parents who did not attend.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

Teachers distribute detailed copies of course outlines for students and parents. Curriculum Night offers an overview of curriculum map in all courses. Parents will receive tutorial and access codes for use with Datacaton/Skedula system. Parents will be able to support their child's academic progress by tracking homework, classwork, participation, assessment, and attendance data.	All Parents	September 2014/October 2014	Principal/School Technology Coordinator/All Teachers
Parents of IEP students will attend an overview of Resource Room. Special Education staff will share information of support services, methods for integrating testing modifications, and reading their child's IEP.	Parents of students with disabilities.	September 2014	Special Education Team
In preparation for Curriculum Night, the following outreach will be occur: -Email sent to parents by PC -Voicemail sent by Principal -Letter sent by Principal -Phone calls to all 9 th grade parents (support staff, PC, PA president)	All Parents	September 2014	School Aides, Secretary, Guidance Counselor, Principal
Collaboration of parents, teachers, and administration in planning event will build capacity for strong relationships. Increased understanding of curriculum and school expectations will allow parents to support their child's progress.	HSPS School Community	September 2014-June 2015	Principal

Part 4 – Resources Needed

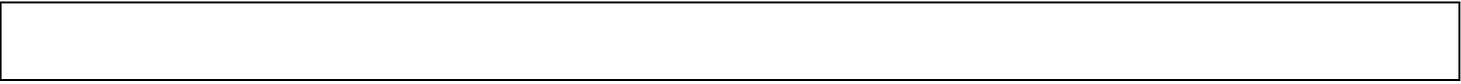
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Planning and support by teacher teams, administration, and support staff. Parent contact databases, mailing and Phone Messenger service utilized. Fall parents' evening event.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
Parent participation measured by attendance records.				
Part 6b. Complete in February 2015 .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>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)</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available • In class resources provided by support staff • Resources available for "check out" for use at home <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> • During scheduled classes • Zero period, after school, and Saturday sessions offered throughout the year. • After-school regents prep scheduled each semester <p>Online Access September to June</p>
Mathematics	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon</p>	<p>One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available • In class resources provided by 	<ul style="list-style-type: none"> • Zero period, after school, and Saturday sessions offered throughout the year.

	<p>distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>Out Resources for Academic At Risk Students, Barron's Online Program in Algebra and Geometry (students are given at home access)</p>	<p>support staff</p> <ul style="list-style-type: none"> Resources available for "check out" for use at home <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> After-school regents prep scheduled each semester <p>Online Access September to June</p>
<p>Science</p>		<p>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 are given at home access), Interactive Software SCIENCE 3D integrated in classrooms.</p>	<ul style="list-style-type: none"> Small Group and Individual Tutoring Available In class resources provided by support staff Resources available for "check out" for use at home <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> During scheduled classes Zero period, after school, and Saturday sessions offered throughout the year. After-school regents prep scheduled each semester <p>Online Access September to June 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</p>

				Online Program in Global Studies and US History (students are given at home access)
Social Studies	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>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)</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available • In class resources provided by support staff • Resources available for "check out" for use at home <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> • During scheduled classes • Zero period, after school, and Saturday sessions offered throughout the year. • After-school regents prep scheduled each semester <p>Online Access September to June</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are referred for at risk intervention by the grade level teams, Pupil Personnel Team and SIT committee.</p> <p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon</p>	<p>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</p>	<ul style="list-style-type: none"> • Regularly Scheduled Mandated and At Risk Counseling • Parent and Family Support Sessions <p>Test and Academic Stress Reduction Group Sessions</p>	<ul style="list-style-type: none"> • Pull out and Push In support during school day • Weekly ICT Teams common planning time with support staff feedback <p>Grade Level and</p>

	<p>distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>Management, Test Taking Strategies) provided by support team.</p>		<p>Department Meetings aligned to support staff goals and activities, weekly Monday meetings</p>
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>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.</p> <p>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.</p> <p>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.</p>

2b. 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).
<p>Weekly Professional Development: Lead by Principal, AP, and UFT Chairman for whole staff on Monday afternoons. Topics are selected and designed based on staff requests and need assessments. In 2014-2015, the staff has chosen to focus on several items: Special Education, School Tone, Staff Tone, Academic Intervention, Senior Development, and Technology.</p> <p>Monthly Professional Development: Teacher and Department Lead, ideas for cross curricular, department support, and content specific sharing.</p> <p>Common Core, Advance, and Regents transitions will be explored, as new information is offered.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 regent's 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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	330,035	X	10, 12, 15, 19, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,108,035	X	10, 12, 15, 19, 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.



High School for Public Service

2014-2015 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 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;

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 with 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 are 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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Sean Rice	Assistant Principal Marisa Boan
Coach	Coach
ESL Teacher Marisa Boan	Guidance Counselor Darlene Miller
Teacher/Subject Area	Parent Febe Daniels
Teacher/Subject Area	Parent Coordinator Eric Ferreira
Related Service Provider Rachel Mickenberg	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.	0	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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)	422	Total number of ELLs	5	ELLs as share of total student population (%)	1.18%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out										2	2		1	5
SELECT ONE										0			0	0
Total	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL				4		3	1		1	5

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	4	0	3	1	0	1	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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											
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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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
TOTAL	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
Intermediate(I)										1	1		1	3
Advanced (A)										1	1			2
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 9th 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 9th 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:

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](#).)
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 transition 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. *①*

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 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 through 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
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

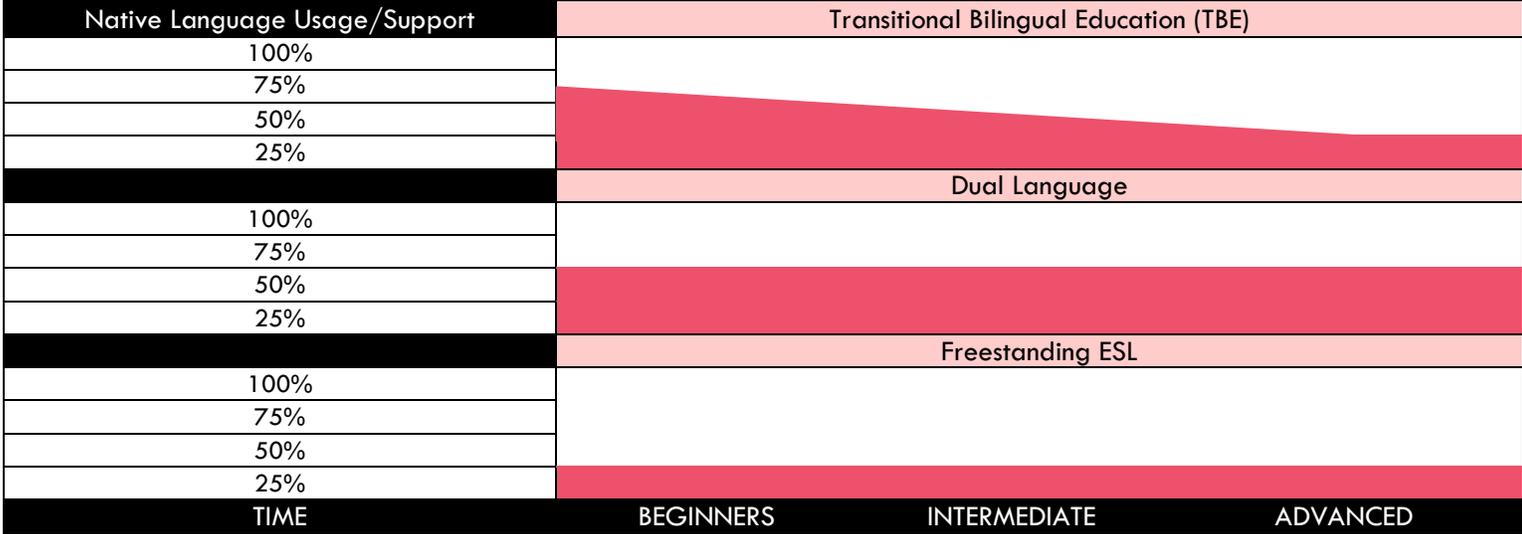
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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:
- 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: <u>High School for Public Service</u>		School DBN: <u>17K546</u>	
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

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

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

