

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

**DBN: (i.e. 01M001):**

**02M425**

**School Name:**

**LEADERSHIP & PUBLIC SERVICE HIGH SCHOOL**

**Principal:**

**PHILIP SANTOS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 02M425  
School Type: Community School Grades Served: 9 - 12  
School Address: 90 Trinity Place NY NY 10006  
Phone Number: 212-346-0007 Fax: 212-346-0612  
School Contact Person: Philip Santos Email Address: psantos@schools.nyc.gov  
Principal: Philip Santos  
UFT Chapter Leader: Monique Jackson Dickens  
Parents' Association President: Lillian Pacheco  
SLT Chairperson: Emily Stigers  
Student Representative(s): Ruben Suazo, Michael Mitchell, Ashley Lagares

**District Information**

District: 2 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue NY NY 10001 Room 711  
Superintendent's Email Address: mbradbu@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: 212-356-7514

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 411 Network Leader: Elyse Doti

## 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:

- 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\*.
- 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.\*\*
- 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)
Philip Santos	*Principal or Designee	
Monique Jackson Dickens	*UFT Chapter Leader or Designee	
Lillian Pacheco	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ruben Suazo, Micheal Mitchell, Ashley Lagares, Emmanuel Pacheco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Emily Stigers	Member/Teacher	
Charlie Digruccio	Member/Teacher	
Iris Bonilla	Member/ Parent	
Susan Yousefi	Member/ Parent	
Nancy Rodriguez	Member/Parent	
Coury Velez	Member/Teacher	
Christine Borcsik	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	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> 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 </li> </ul>	

administrators value each other.

## **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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **Our Mission**

Leadership and Public Service High School is devoted to the development of leaders who are conscientious, creative, and competitive global citizens. We teach our students to be fully engaged as active members of the school and local communities through various partnerships, training in Restorative Justice, participation in the arts, and rigorous academic expectations. Through the use of technology and proven traditional methods, we individualize the educational experience to meet each student's unique interests, strengths and needs. Our staff is committed to maintaining a close-knit community where all students are cared for, challenged and fully prepared for life after graduation.

### **Our Non—Negotiable Principles**

1. **Distributive Leadership** speaks to the fact that one person never has all of the answers. We are a community of 50 plus intelligent, caring and hardworking individuals with a wealth of experience and if we collaborate in a transparent and authentic way we can find the solution to almost any situation. Here are some of the ways that this is evident in our community: grade team facilitators, department chairs, various coordinator positions, the Leadership Team, the Hiring Committee, etc. Two and a half years ago, there were three staff members who had a leadership role in the building—SPED Coordinator, Head Dean and UFT Chapter Chair. Today there are 19 teachers who have leadership roles.
2. **Cognitive Engagement** is essential to what "school" was created to be. Our classrooms, our after school programs, academic support structures, college courses, our partnerships, etc. must be aligned in order to continually challenge our students and prepare them to be successful. Here are some of the ways that this is evident in our community: our instructional focus, the work of the grade and department teams, our instructional alignment, SUMMA, Strive for College, our partnership with Touro College, the Business Plan competition, etc. We have made great strides in terms of this element but cognitive engagement will continue to be our highest priority.
3. **Community Counseling** speaks to the reality that school, and our role as educators, go well beyond transferring content and skills to our students. In some instances, we are father/mother figures, mentors, big brothers/sisters, counselors, etc. It takes a community to raise children well. This is evident in the role of the Principles of Leadership teachers/advocates, our guidance counselors, the enhancements to the Youth Development Office (Deans), Restorative Justice, the establishment of the Student Support Center, our mentorship programs, etc.
4. **Experience** deals with creating a high school experience that our students will cherish and will help mold them into well-rounded leaders, public servants and global citizens. We have made gains in this area. Some of the ways that this is evident is with SUMMA, our Arts program, our various business partnerships, sports teams, after school clubs, internship opportunities, our college office, the Liberty Partnership Program, etc.

### **Our Core Values**

4. Community
5. Leadership
6. Empathy
7. Accountability
8. Nonviolence

### **Our Instructional Focus**

Our instructional focus is to align classroom practice around authentic literacy and cognitively engaging tasks.  
Core Value Focus: Accountability

We believe that students learn best by doing (ACE).

- Academics (cognitively engaging tasks)
- Connectedness (real world applications)
- Environment (safe and supportive)

We define Authentic Literacy and Cognitively Engaging Tasks as follow:

**Authentic literacy** is the purposeful, genuine, relevant, usually argumentative, critical use of reading and communication skills (written and verbal). Students will learn how to grapple with and establish a dialogue with challenging texts (e.g., non-fiction, graphs, documents, reference tables, literature, maps, and works of art). This will enable students to comprehend, internalize, personalize and understand various viewpoints, making connections inside and outside of the classroom.

**Cognitively engaging tasks** compel students to discuss, question, debate, discover patterns, decipher and go beyond superficial responses, both independently and collaboratively. There is also the understanding that they may include successes and failures. These tasks are the centerpiece of our instruction and our students will be consistently challenged.

## 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

<ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> </ul>
<ul style="list-style-type: none"> <li>● In the 2013-2014 Quality Review the school scored a proficient in all three categories of the “Instructional Core” (1.1, 1.2, &amp; 2.2). Proficiency is not sufficient. Our goal is to be well developed in these areas. Improvements to our “Instructional Core” will directly impact student success and credit accumulation.</li> <li>● Significant adjustments have been made in terms of collaboration, distributive leadership, &amp; school environment but academic rigor is an area of concern.</li> <li>● One of our core values is accountability. The community has decided that accountability will be the focus for the school year.</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will increase the percentage of students earning a minimum “10 credits” per year from 74% to 79%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
1. We have aligned our instructional focus in order to address authentic literacy and the development of cognitively engaging tasks.	9 – 11 grade students	9/14 – 8/15	Leadership team
2. We will increase after school, Saturday, & summer enrichment programs.	All students	9/14 – 8/15	Grade and department teams
3. All 12th grade students will be mandated to take a minimum of one college course.	11th & 12 <sup>th</sup> grade students	9/14 – 8/15	Guidance counselors

**Part 4 – Resources Needed**

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

- Staff in order to facilitate the various activities.
- Staff in order to monitor progress.

**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.

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

- Syracuse University
- Touro College
- Edelman
- Zurich

**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.

- By February 2015, 79% of our students should have earned a minimum of 5 credits.

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

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

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## 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

<ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> </ul>
<ul style="list-style-type: none"> <li>• 44 students in cohort P were not on track towards graduation.</li> <li>• Credit accumulation in the 11th grade was 12 points below the peer index.</li> <li>• A significant component of the small school structure is the ability to track, monitor and support all students.</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Over the course of the 2014-2015 school year, we will enhance the existing safety net for our students through a tiered intervention program. This will be evident by a decrease in suspensions, improvement of 5% in terms of credit accumulation and improved scores in the student survey (4% increase in Instructional Core and School Culture results).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
1. In September 2014, all students were scheduled in advisory classes. This course is designed to provide support for all students. 9 <sup>th</sup> grade students were divided by gender.	All students	Ongoing	Grade teams
2. In September 2014, the Student Support Center (4 social worker interns acquired from NYU & Hunter College) was continued. The purpose of the SSC is to provide extra assistance for our students.	“At-Risk” students	Ongoing	Social Worker
3. Throughout the 2014/2015 school year, staff members and students will be trained in restorative practices.	20 staff members	8/14 – 8/15	Leadership team
4. September 2014 through June 2015, continuation of an online communication system between staff members.	All staff	Ongoing	Full staff

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
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- All staff
- Strategic scheduling decisions
- Advisory curriculum
- Outside Restorative Practice trainers
- Full time Social Worker

**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.

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

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**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:

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

- By February 2015, 79% of our students should have earned a minimum of 5 credits.
- By February 2015, Superintendent suspensions will decrease by 3%.
- Documentation concerning the amount of times that referrals are posted on Jupiter.

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

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10.	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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|---|
| <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> </ul> |
| <ul style="list-style-type: none"> <li>● In the 2013-2014 Quality Review the school scored a well-developed in three of the five categories that make up “Systems for Improvement”. The two areas we scored a proficient directly relate to collaboration and CCLS (4.2 &amp; 5.1).</li> <li>● For the past two years, grade and department team expectations and goals have been set by administration.</li> <li>● All protocols, although modified by teacher teams were also presented by administration.</li> <li>● Significant gains have been made in terms of common core alignment but the work is not complete.</li> </ul>             |

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, teacher teams (grade and department) will revise all unit plans to ensure common core alignment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
1. Team leaders and administration meet bi-weekly in order to discuss progress.	All team leaders	Ongoing	Administration and team leaders
2. Implementation of student work protocol.	All teams	1/15 – 6/15	Team leaders
3. Implementation of online system in order to capture agendas and minutes	All teams	10/14 – 6/15	Team leaders
4. Continued use of lesson plan and unit plan review protocols.	All teams	Ongoing	Team leaders and administration

### Part 4 – Resources Needed

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

- 10 teacher leaders
- Per session in order to support the bi-weekly meetings

### 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		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.

### 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:

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

- By February 2015, team leaders will submit an initial action plan for the 2015-2016 school year.

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

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. 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

<ul style="list-style-type: none"> <li>○ 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).</li> <li>○ 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.</li> </ul>
<ul style="list-style-type: none"> <li>● 82% of 9<sup>th</sup> grade students earned enough credits to be on track for high school graduation.</li> <li>● 72% of 10<sup>th</sup> grade students earned enough credits to be on track for high school graduation.</li> <li>● 18% of students graduated college ready.</li> <li>● One of our non-negotiable principles is the concept of Distributive leadership.</li> <li>● Weekly Leadership (mentoring) meetings take place with 12 aspiring school leaders. They make a direct impact on all school wide decisions but their official leadership roles are limited.</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, each member of the Leadership team (currently 12 members) will have transitioned to a leadership position that includes instructional and administrative components.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
1. Weekly Leadership/Mentoring meetings	12 teachers	7/14 – 8/15	Principal & assistant principals
2. Individualized feedback sessions	12 teachers	7/14 – 8/15	Principal & assistant principals
3. Targeted leadership opportunities	12 teachers	7/14 – 8/15	Principal & assistant principals
4. Exposure to various aspects of the educational process	12 teachers	7/14 – 8/15	Principal & assistant principals

### Part 4 – Resources Needed

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

- Per session for weekly meetings.
- Per diem in order to allow teachers to attend professional development opportunities.

**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		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.

**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:

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

- By February 2015, all Leadership Team members will have participated in a minimum of one targeted leadership opportunity and have received an individualized feedback session.

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

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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26. 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

- 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).
- 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.

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

### 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.

By June 2015, we will have tripled the amount of opportunities for parent involvement and see a 25% increase in parent participation.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
1. We will begin to hold borough parent/teacher conferences.	All families	Twice between 1/15 & 8/15	Parent Association & Articulation team
2. The school will offer targeted parent workshops.	All families	Six times between 11/14 & 6/15	SLT
3. We will increase the amount of event that parents can attend.	All families	Monthly between 1/15 & 6/15	Leadership Team

**Part 4 – Resources Needed**

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

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

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

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**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:

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

By February 2015, we will have already tripled the amount of opportunities for parent involvement.

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

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

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## 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.)
<b>English Language Arts (ELA)</b>	Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate	Achieve 3000 Publication project Elective support courses Scholars Program	Small group and tutoring	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
<b>Mathematics</b>	Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate	Blended Learning & Flipped Classroom Scholars Program	Small group and tutoring	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
<b>Science</b>	Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate	Elective support courses Flex time	Small group, tutoring and one-to-one	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
<b>Social Studies</b>	Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate	Elective support courses Flex time	Small group and tutoring	During the school day, after school, during vacation/Regents week intensives and during the Saturday Academy
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Credit accumulation, Regents & diagnostic exam passing rates, disciplinary data, & Leadership class advocate	Student Support Center Restorative Justice Peer mentor program Advocacy groups	Small group and one-to-one	During the school day and after school

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• Ongoing recruitment of potential staff members.</li> <li>• A hiring committee consisting of 8 staff members was created in December 2012.</li> <li>• Interviews for potential staff candidates for the 2014/2015 school year began in January 2014.</li> <li>• Enhancing the interview process by mandating demo lesson with peer and student evaluation.</li> </ul> |
|---|

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

**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.

- Department teams collaborate in terms of all assessment decisions.
- These decisions are then presented to the Leadership team for discussion and approval.
- All related professional development opportunities are developed by the PD committee.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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 FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$360,124	X	10-13
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	3562,792	X	14-19

<sup>1</sup>**Explanation/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.

<sup>2</sup>The **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.

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### 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 the school. **Leadership & Public Service High 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 the school and the families. The 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 the school community. **Leadership & Public Service High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

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 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Leadership & Public Service HS	DBN: 02M425
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 7  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds will continue to be used to create a program by which students with Level 1, 2, or 3 can move to a higher proficiency of English in order to become successful and productive members of society. Level 1 students are those students who read/write below a 4th grade level. Level 2 students are defined by those students who read/write between 4th and 6th grade level. Level 3 students are those students who read/write between 6th and 8th grade level. By increasing the levels of ESL learners, said learners will have the ability to achieve success in courses and state mandated regents based exams, whereby students will be able to obtain a high schools diploma and meet the aforementioned goal. The total numbers of students involved in this program is 49. This is subdivided into three following categories. There are 6 level 1 students, 13 level 2 students, 30 level 3 students.

SATURDAY ACADEMY: The supplemental program takes place during our Saturday academy. There are two sessions for the Saturday Academy. The program meets from 9:00 am to 1:00 pm from Saturday, October 4th to Saturday, January 11th, 2015 and it will resume in the Spring semester for 11 sessions from February to June 11, 2015. Students' learning is differentiated based upon their level.

These classes are broken down into two sessions. The first session comprises students of Level 1 and 2 and consists of 19 students. The second session comprises the level 3 students consisting of 30 students. While one session is in progress, the other student meets with content area teachers who facilitate in smaller groups.

There are 6 content area teachers that students have the choice to go to. Each section is two hours in length. These groups then switch. When these students are not with the ESL teacher, they are given instruction by content area that has been modified to meet their specific needs. Such needs are determined in consultation with the ESL teacher and content area teacher.

ESL instruction is conducted by Mr. Paul Oliver, who is specifically certified in ESL education. Additionally, all core subject area teachers are present for Saturday Academy to provide instruction for our ESL population. Again, there are 6 of these teachers available. Those teachers are Ms. Yoo (English), Ms. Glover (Special Education), Mr. Marti (Special Education), Mr. Coury (Math), Ms. Jose (Math), and Mr. Hertko (Science). Since we are a consolidated school the Title III funds are mixed to pay for these teachers and the services they offer. The reason we have so many teachers during this time is to

### Part B: Direct Instruction Supplemental Program Information

facilitate our ESL population. Thus, we adhere to the ratio of expenditure for Direct Instruction can be maintained at the 60% of our allocation.

AFTER SCHOOL: The after school program runs parallel to the Saturday Academy program in the Fall and the Spring semester.

There are 60 after school sessions over a 20 week period taught by our ESL teachers and core teachers as needed.

Mr. Oliver has made this list of students in need of tutoring available to the common branch/content area teachers and students and families have been notified of the service. After school is from 3:15 until 4:15 every Tuesday, Thursday, and Friday. This schedule often changes, as it is created by student need. Thus, if there is no need for after school Environmental science, then that session is not held. However, this is rarely the case. Therefore, the instructional sessions can range from 0-4, but averages over 3. There is one session that takes place during this time.

### Part C: Professional Development

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

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

Begin description here:

Professional development is at no cost to Title III, providers and schedule times. Professional development is offered via daily common planning time by subject, full faculty workshops as well training provided by specialists from the Syracuse University Department of Teacher Education. Our school has a unique relationship with Syracuse University as our co-founder and services are at no costs. We also allocate a small professional development budget that teachers may utilize to support their professional growth and capacity. Mr. Paul Oliver is attending a set of workshops that focus on the Brain and Language among other trainings, such as the QTEL trainings and trainings with the Syracuse University Department of Teacher Education. On-site professional development and curriculum planning is provided via common planning time and lesson study. Content area teachers are knowledgeable of ESL strategies and Mr. Oliver has been attending specialized PDs which he will present during common planning meetings, and has offered to conduct workshops for the entire faculty.

In accordance with the latest school quality review rubric and the teacher's contract, schools are expected to differentiate instructional practice in support of student learning and to form a PD committee that plans strategically. Assessment modifications are made available regardless of subject area. Professional development is made available to staff both on-site and off as well as postings sent via email announcing opportunities. We have begun a school wide academic vocabulary initiative. This

### Part C: Professional Development

year, our workshops will also focus on the Common Core Standards in ELA and Math.

All professional developments are held on Thursdays. Each PD is differentiated by grade level. Each of these PD's will additionally include transcript analysis or kid talk. With such PD's students in the ESL population are discussed in relationship to the topic.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parents are informed through monthly Newsletters emailed by our parent coordinator, translated later in at least three languages, phone calls through the NYC Department's Translation and Interpretation Unit, "The Big Word" for additional languages, as well as invitations to specific school events.

ELL parents are afforded all of the same opportunities as other parents in our building. We have PA meetings monthly and notices go out in the mail and by email with translation. Further, our Parent Coordinator, Ms. Casey, informs and invites parents to all school functions. Communication is achieved via telephone calls, school messenger in three languages, and translated letters downloaded through the use of various websites. At the beginning of the school year, surveys are taken. Content area teachers, our ESL teacher and guidance keep communication up with parents via direct phone contact or internet access. The school provides materials to assist parents to work with their children to improve language skills. We also offer information as to when and where in our community citizenship skills, English proficiency and technology skills are available to parents. Our Guidance Counselors will also offer workshops assisting parents in helping their children succeed in High School and College.

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

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

**Part E: Budget**

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

Allocation Amount: \$0

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

**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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>425</b>
School Name <b>Leadership and Public Service H.S</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	687	Total number of ELLs	44	ELLs as share of total student population (%)	6.40%
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										23	5	13	3	44
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	23	5	13	3	44

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	41	1	8	3	0	1				44
Dual Language										0
ESL										0

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		
<b>Total</b>	<b>41</b>	<b>1</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	23	1	5	2	13	2	3	0	44	5	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>23</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>13</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>44</b>	<b>5</b>	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>44</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>    </u>	Asian: <u>3</u>	Hispanic/Latino: <u>39</u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>2</u>	Other: <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										23	5	10	3	41
Chinese										1		2		3
Russian														0
Bengali										1				1
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>25</b>	<b>5</b>	<b>13</b>	<b>3</b>	<b>46</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5		1		6
Intermediate(I)										6	2	3	2	13
Advanced (A)										10	2	5	1	18
Total	<b>0</b>	<b>21</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>37</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										5		1	

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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.  
 Paste response to questions here: Data suggests that students who enter our building as beginners reach advanced levels or obtain proficiency. ELLs obtaining proficiency on the NYSELAT are offered two years of transitional support mandated by the state. Students are provided with extra time and an alternate location during testing. Additionally all school services and programs, including

tutoring, are offered to our ELLs. Native language dictionaries are provided to students to offer additional support to all ELLs. In addition, we use DY0 tests to measure early literacy skills of our ESL students. :

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here: The NYSESLAT revealed that the majority of our students scored better in listening and speaking than reading and writing. They are best at speaking and worst at writing. Help is needed for reading and writing and is provided through vocabulary, reading comprehension exercises, and regular practice writing in journals and at home. Dictation, and reading out loud assists listening skills. While standardized tests set the foundation for the initial placement of the students in classes based on proficiency level, their motivation and dedication to learning has much to do with their advancement through and out of the ESL environment. Students are exposed to a wide range of materials at an equally wide level and how hard they work will be the best indicator as to how far and fast they move, additional support will be provided on the skills they need to improve based on the NYSESLAT and LABR. Students who follow instruction seem to be doing well in English driven instruction. We do not have native language instruction except in NLA classes.
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](#))  
Paste response to question here: After a short period of time, exams in English with scaffolded teaching becoming the norm is used for instruction. The test results are analyzed and a road map is devised for those students to make sure that the skills that they need to improve are addressed and differentiation in instruction is utilized to better assist them in acquiring the required skills. The work has paid off in better test results and higher scores in content area classes.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Paste response to questions here: After reviewing the data collected from our students, it appears as though fewer incoming freshmen are marked at beginning levels. There are quite a few freshmen entering with intermediate or advanced skills. Students, in general, fare better on exams in their own native language as opposed to English. Leadership and teachers work collaboratively utilizing ELL Periodic Assessments in order to make adjustments to schedule and pedagogical approaches. Students at Leadership and Public Service High School all receive a Personalized Education Plan via their leadership classes. This information is used in order to help students achieve their goals. Thus, this applies to our ELL population. Each teacher utilizes this information to best serve the student.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here: N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here: Again, the PEP (Personalized Educational Plan) is used to facilitate this process.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here: N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here: After reviewing the data, it appears as though our school has been successful in helping students achieve success as evidenced by increase in test scores.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
**The identification process occurs by the measures listed above. Additionally, information from middle schools (or transfer schools) are used in order to identify our ELL population.**
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
**We have a parent coordinator who makes sure that parents receive the information in English and their native language.**
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
**We have a parent coordinator who makes sure that parents receive the information in English and their native language.**
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
**We have a parent coordinator who makes sure that parents receive the information in English and their native language.**
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**These are listed above in question 2.**
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
**That parents encourage their children to take classes. Parents allow decisions, for the most part, to be determined by the school.**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

Instruction is delivered in a variety of ways. We have everything from self-contained to inclusion classes. We also provide pull-out for students who need it. Our staff works collaboratively to ensure that our ELL population is served. Our program model also varies from student to student. ELL students are grouped both heterogeneously and homogeneously.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

Our staff has checked the necessary requirements of each student so that they receive the services they need.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

Content area also varies depending upon student need. If a student is classified as a beginner, then he or she will be placed in suitable class.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

This is done through a variety of testing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Time is allotted throughout the year so that students may be evaluated.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation occurs in each class. Depending upon the particular case, the differentiation will vary. Students who are classified as SIFE receive additional ESL classes so that they bring their education up to speed. Such students are given two English courses in order to facilitate reading and writing. This is true of our newcomer students. Students who are receiving 4 to 6 years of service will also vary upon their test scores. In short, each student is monitored in order to ensure that their education is being provided for in the most efficient manner.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 

Instructional strategies are available from Mr. Marks, our ESL teacher.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 

All courses are differentiated.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

Science:				

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

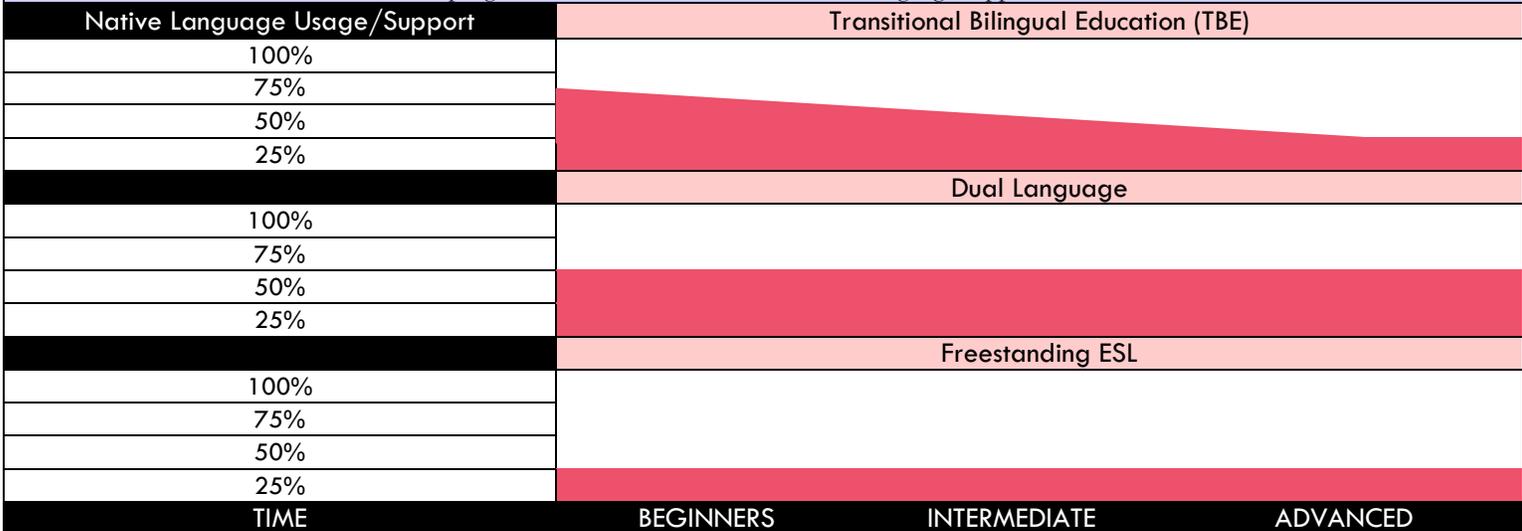
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**RTI methodology is used and implemented here.**
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Although not every program can work at 100% efficiency, our program has been effective in meeting the needs of our ELL population.**
11. What new programs or improvements will be considered for the upcoming school year?  
**Further revamping of our RTI methods in order to ensure maximum efficiency.**
12. What programs/services for ELLs will be discontinued and why?  
**None.**
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**Students are afforded equal access to all school programs by delivering instruction that will increase proficiency in English.**
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
**A wide variety of materials and technology are at our disposal in order to support ELL population. We have several laptop carts and two computer rooms that teachers can use. Additionally, Mr. Marks has his own dedicated laptops to use with our ELL population on a daily basis.**
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
**We do not have that this time.**
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
**All services are age appropriate in order to ensure proper cognitive development.**
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
**Guidance counselors, parent coordinators, and teachers via Leadership (advisory) classes help students transition into High School.**
18. What language electives are offered to ELLs?  
**Our school has only Spanish as a foreign language.**
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

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

### D. Parental Involvement

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

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

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: Leadership & Public Service

School DBN: 425

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

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

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

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

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

Cluster: 9CL04 Network: 94N411

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

