

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K546

School Name:

HIGH SCHOOL FOR PUBLIC SERVICE: HEROES OF TOMORROW

Principal:

SEAN RICE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Public Service School Number (DBN): 17k546
9-12: Secondary High School
Grades Served: _____
School Address: 600 Kingston Avenue Brooklyn, NY 11203
718-756-5325 Phone Number: _____ Fax: 718-363-3206
School Contact Person: Sean Rice Email Address: srice@school.nyc.gov
Principal: Sean Rice
Jason Zanitsch
UFT Chapter Leader: _____
Luke Delfeus
Parents' Association President: _____
Jason Zanitsch
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Luke Delfeus
Deshawn Jones
Student Representative(s): _____
Amira Davis

District Information

District: 17-Affinity Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street - Room 510 Brooklyn, NY 11201
dconyers@schools.nyc.gov
Superintendent's Email Address: _____
718-923-5145
Phone Number: P. 718-923-5124 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
313 Livingston Street-Room 606, Brooklyn, NY 11201
Director's Office Address: _____
aanorma@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-9355618

Fax: 917-2879241

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sean Rice	*Principal or Designee	
Jason Zanitsch	*UFT Chapter Leader or Designee	
Luke Delfeus	*PA/PTA President or Designated Co-President	
Lelia Headley	DC 37 Representative (staff), if applicable	
TBA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Deshawn Jones	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shannon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cassandra Potts	Member/ Parent	
Danielle Hill	Member/Parent	
Cerrisa Stewart	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leslie Dahlqvist	Member/ UFT Teacher	
Cynthia Muldrow	Member/ UFT Teacher	
Sharon Clarke	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

As a small school, challenges include the ability to offer an abundance of elective courses for advanced students who satisfy basic requirements, early in their secondary career. In addition, smaller cohorts are continuously challenged by the need to integrate 21st Century Skills to meet the demands of all learning styles. Also, as a campus school, shared space presents physical and programmatic challenges for large space usage, such as the PE space, cafeteria, auditorium, and the outdoor space.

Our school made improvements in the last school year. Our 2013-2014 NYC School Survey results displayed an average satisfaction rate of over 90% for Instructional Core, Systems for Improvement, and School Culture areas, over 5 points higher than the Citywide average. Parents indicated an average approval rate of over 96% on these three important categories. Carefully planned changes enabled our school to move our School Report Card Overall Rating from the 74th percentile (A) to the 87th percentile (A) from 2011/2012 to 2012/2013. The new format for High School Quality Snapshot for 2013/2014 scored our school in the "Excellent" range for Regents in English, Mathematics, Global History, and United States History, and "Good" in Science. Our Regents successes are supported by course rigor where credit accumulation statistics reported that 90% and 95% of 9th and 10th Graders "earned enough credits to be on track for graduation", respectively. Overall, 93% of our students graduated within 4 years and 99% within 6 years where both the borough and citywide averages were 73%. School culture and tone changes supported an increase in student engagement and progress towards college readiness. These changes included an increase in students taking College and Career Preparatory Courses. In 2014-2015, we received approval for our Pre-Calculus, English 11, English 12, and Medical Science courses to serve as College and Career Preparatory Courses, increasing the number of students who are able to take rigorous courses in preparation for post secondary learning. In 2014-2015, we continued to offer depth to our after school programming. Our offerings include Rosetta Stone blended learning for languages, Peer Mediation, Kaplan PSAT Prep and Sophomore Skills program, and KAVI tutoring and mentor support for students. Additional CBO partnerships include Global Kids, BuildOn, Generation Citizen, Elizabeth Arden College and Career Readiness Workshops, New York Cares Club, CORO, MCC Theater and New Yorkers Against Gun Violence. Each of these CBO programs offers school-based after school programming for our students. In addition, 17 students were trained and received certificates in Peer Mediation, as our school moved towards restorative justice and progressive discipline.

Our parent involvement has increased in 2014-2015. In September, we hosted a successful Curriculum Night where nearly 75% of all parents participated in an overview of all academic classes. Our PA has made a tremendous impact on school tone and culture. PA members have organized events, such as Family Movie Night, The Race to Advanced

Regents Diplomas, Student/Family/Staff Sporting events, continuing education language programs, Parent Advocacy Workshops have all contributed to an increase in parent involvement, as well as parent knowledge of student tracking.

School has made improvements in Framework 5A-Rigorous Instruction. School has made noted improvements in specific regents pass rates, graduation rates, and college acceptances based on increased rigor in coursework. The graduation rate moved from 93% in 2014 to 95% in 2015. The increase in Advanced regents diploma recipients moved from 3 students in 2014 to 28 students in 2015.

June 2014 June 2015

Common Core ELA 89.91% 98.04%

Global Studies 86.44% 86.87%

Chemistry 62.50% 73.85%

17K546 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	453	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	1	# SETSS	5	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	5	# Drama	1
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	74.7%	% Attendance Rate			92.7%
% Free Lunch	76.3%	% Reduced Lunch			10.5%
% Limited English Proficient	1.1%	% Students with Disabilities			9.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			80.0%
% Hispanic or Latino	13.9%	% Asian or Native Hawaiian/Pacific Islander			4.3%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.76	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			35.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.05
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	80.0%	Mathematics Performance at levels 3 & 4			83.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			94.6%
% of 3rd year students who earned 10+ credits	93.7%	4 Year Graduation Rate			92.5%
6 Year Graduation Rate	98.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- In 2014-2015, our school received its first Quality Review visit in eight years. School strengths includes “ Teachers collaborate in building common assessments across grades in all subject areas, frequently monitor student progress, and consistently check for understanding during class time.” Although we received Proficient ratings across all elements, our goal continues to strive for Well Developed feedback to drive increased student success. Feedback included the need for stronger “curriculum alignment” as students move through semester and grade level progress within content areas. This feedback initiated strong targeted discussion about department identified goals for each grade level. A stated area for improvement was to strengthen mid-semester curriculum alignment to incorporate new findings and areas in need of improvement based on data and trends.
- Our school has several strengths in supporting curriculum design. Teacher retention allows for consistency within content areas. In 2014-2015, only 1 vacancy was created across all core subject areas due to a retirement. This enabled our administration to continue previous work within teacher teams. In addition, our staff continues to select All Regents/All Students as the default for Measures of Student Learning, ultimately agreeing to universal responsibility for student achievement. Common planning time and funding sources for afterschool curriculum development are typical challenges to teacher team work. The new teacher contract now allows for greater flexibility in planning teacher team sessions and collaboration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 4 content area departments will collaboratively create a rigorous CCLS one year scope and sequence for 9th grade instruction in ELA, Global History, Living Environment, and Algebra. Each scope and sequence will offer a curriculum map for the core subject areas for 9th graders. This will address the need for stronger curriculum alignment, as well as instructional shifts. The alignment of new curriculum will be reviewed by a school-based curriculum and PD committee. The effectiveness of curriculum will be assessed as measured by regents pass rates and student performance on mastery work assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September and October, all grade level teams will collaborate to create a menu of skills and content areas that are recommended for instruction in the 9th grade. Teams will identify needed PD to design and implement new curriculum.</p>	<p>Grade Level Teams (9th, 10th, 11th, 12th)</p>	<p>September 8-October 30, 2015</p>	<p>Grade Team Leaders</p>
<p>In November and December, all content departments will utilize grade team findings to create a recommended menu of skills and content areas for instruction in the 9th grade.</p>	<p>ELA, Science, Social Studies, Mathematics, and Arts departments.</p>	<p>November 1-December 31, 2015</p>	<p>Department Chairs</p>
<p>January-June-9th grade team will meet on a bi-monthly basis to create Units of Study for one year cumulative course in ELA, Global History, Living Environment, Algebra, and Music/Art combination.</p> <p>The scope and sequence will include a 2 complete semesters of Units of Study to be implemented in all 9th grade courses in the 4 core areas plus the Arts.</p> <p>Needs of Special Education students will be addressed and extensions and adaptations will be created for unit maps.</p> <p>An over-arching description of newly designed curriculum will be shared with the parents of incoming 9th grade parents in June.</p>	<p>9th grade teacher team</p>	<p>January 1-June 30, 2015</p>	<p>Principal and 9th grade team</p>
<p>Monthly drafts will be shared with relative departments, as well as 10th, 11th, and 12th grade teams for ongoing feedback.</p>	<p>All teachers</p>	<p>End of each month</p>	<p>All teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1 Grade-level and 4 core-department teacher teams will collaborate to create curriculum materials. Professional Development Time on Monday and Tuesday afternoons and C6 will be utilized to enhance the work of the staff. School data, CCLS, Danielson Framework for Teaching will be cited as resources for planning and curriculum assessment. Per session will be used to supplement work day time for completing the work. School google platform will be used to share all findings and work with school staff.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly update and teacher team share out will occur at schoolwide PD sessions.

Team meeting minutes, as well as drafted documents will be submitted to administration for review and feedback.

Check points will occur between the principal and the 9th grade team leader near November 30, January 1, April 30, and June 30. School google platform will be utilized for transparency.

February 1 PD day will include a whole grade session to discuss progress, examine document drafts.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.
Not Selected

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- In 2014-2015, our school received its first Quality Review visit in eight years. Feedback included “ The school uses common assessments called Mastery Work across grades and in all disciplines. Results of the Mastery Work assessment are analyzed and determine student growth, which is then shared with teachers and students. Grade and content teams analyze the data where gaps are identified to assist students and make instructional decisions.” Although we received Proficient ratings across all elements, our goal continues to strive for Well Developed feedback to drive increased student success. Feedback included the need for “More consistent student work products across all classrooms. Specifically, the level of HSPS mastery Work needs to ensure rigor for all contents.” This feedback initiated strong targeted discussion about the purpose, frequency, and content of our school-wide Mastery Work program.
- Our school has several strengths in supporting curriculum design. Teacher retention allows for consistency within content areas. In 2014-2015, only 1 vacancy was created across all core subject areas due to a retirement. This enabled our administration to continue previous work within teacher teams. In addition, our staff continues to select All Regents/All Students as the default for Measures of Student Learning, ultimately agreeing to universal responsibility for student achievement. Common planning time and funding sources for afterschool curriculum development are typical challenges to teacher team work. The new teacher contract now allows for greater flexibility in planning teacher team sessions and collaboration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our 10th grade team will conduct bi-monthly meetings to examine student work, ultimately leveraging the creation of minimum rigor expectations and a grading rubric for which all HSPS Mastery Work tasks will align. By June 2016, the 10th grade team will produce an annual calendar and universal Mastery Work Template, including skills and a grading rubric for all classes. Created rubrics will be assessed against the Danielson Frameworks, specifically the domain for Planning and Preparation. The new documents will be aligned to Highly Effective practices.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In September and October, the 10th grade team will meet on a bi-monthly basis to examine/discuss the CCLS for ELA, Social Studies, and Mathematics to determine commonalities across interdisciplinary areas. Skills sets will be prioritized based on specific school and grade level needs at HSPS. Completed 10th grade student assessments will be examined. Samples of high, medium, low level work will be examined to norm school-wide expectations for assessment work.</p>	<p>10th grade teacher team</p>	<p>September 8-October 30</p>	<p>10th grade team leader</p>
<p>In November and December, the 10th grade team will meet on a bi-monthly basis to examine/discuss characteristics of each science, mathematics, ELA, and history.</p>	<p>10th grade teacher team</p>	<p>November 1-December 30</p>	<p>10th grade team leader</p>
<p>January-February-the 10th grade team will meet on a bi-monthly basis to examine/discuss student work samples for all courses in ELA, Global History, Living Environment, and Algebra. Students work will be classified as high, average, low levels to determine quality and characteristics.</p> <p>Student work samples will include a minimum of 10% IEP to support extensions for SWD.</p>	<p>10th grade teacher team</p>	<p>January 1-February 27</p>	<p>10th grade team leader</p>
<p>March-June- the 10th grade team will meet on a bi-monthly basis to produce annual calendar and universal Mastery Work Template, including skills and a grading rubric for all classes by June 2016. This document will identify universal skills required for all mastery work, with CCLS alignment.</p>	<p>10th grade teacher team</p>	<p>March 10-June 30</p>	<p>10th grade team leader</p>
<p>Monthly feedback and updates will be shared at school-wide PD sessions.</p>	<p>All staff</p>	<p>monthly</p>	<p>Principal and 10th grade team leader</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1 Grade-level and 4 core-department teacher teams will collaborate to create assessment materials and standard rubrics. Professional Development Time on Monday and Tuesday afternoons and C6 will be utilized to enhance the work of the staff. School data, CCLS, Danielson Framework for Teaching will be sited as resources for planning and</p>

curriculum assessment. Per session will be used to supplement work day time for completing the work. School google platform will be used to share all findings and work with school staff.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly update and teacher team share out will occur at school-wide PD sessions.

Team meeting minutes, as well as drafted documents will be submitted to administration for review and feedback.

Check points will occur between the principal and the 10th grade team leader near October 30, January 1, April 30, and June 30. February 1 PD day will include a whole grade session to discuss progress, examine document drafts.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

SLT members created and distributed a survey to all staff concerning Professional Development. The survey asked teachers for feedback on desired topics for 2015-2016 Professional Development. A majority of teachers stated that they would like to strengthen their ability to design rigorous and meaningful project based Mastery Work and assessment with greater options for students. In addition, feedback from our QR cited the need for “More consistent student work products across all classrooms. Specifically, the level of HSPS mastery Work needs to ensure rigor for all contents.”

QR Feedback cited School Strengths as: “ The schools curricula and academic tasks are aligned to the Common Core Learning Standards (CCLS) with embedded instructional shifts that promote college and career readiness. The instructional team makes purposeful decisions aligning curricula and academic tasks across classrooms to CCLS; emphasizing higher-order skills, building coherence across all grades that promote college and career readiness for all learners. Teacher leaders across disciplines plan during common planning time to support each other by aligning skills and strategies in their curricula to promote coherence. Across classrooms, lesson plans provided Students with Disabilities (SWD’s) access to rigorous tasks. The instructional teamwork for curriculum planning allows time for teachers to integrate CCLS vertically and horizontally. Mastery work assignments all include English instructional shifts preparing all students for college. After a review of student work during the student interview session, the instructional shifts identified were evidence based writing.”

The priority need is for the school to incorporate greater collaboration among teachers to design Professional Development opportunities focusing of Highly Effective characteristics from Danielson and Advance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that strengthens teacher craft in project-based learning. As a result, teachers will be able to increase the rigor and effectiveness of HSPS Mastery Work as a measure of skill acquisition. As a result, our goal is for 50% of all teachers to increase by one performance level on component 1E or 3D.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Principal and UFT Chapter Leader will work collaboratively to assemble a school-wide functioning Professional Development Committee by September 8, 2015</p>	<p>Principal, UFT Chapter Leader, selected staff</p>	<p>July 1- September 8, 2015</p>	<p>Principal and UFT Chapter Leader</p>
<p>By September 30, the School-wide PD Committee will create a Fall 2015 PD calendar based on staff and administration suggestions. The calendar will solidify all PD session from September 8, 2015 to February 1, 2016</p>	<p>PD Committee</p>	<p>July 1- September 30, 2015</p>	<p>Principal and UFT Chapter Leader</p>
<p>By January 1, the School-wide PD Committee will create a Spring 2016 PD calendar based on staff and administration suggestions. The calendar will solidify all PD session from February 1, 2016 to June 30, 2016.</p>	<p>PD Committee</p>	<p>July 1, 2015- January 1, 2016</p>	<p>Principal and UFT Chapter Leader</p>
<p>At least one PD session per month will be dedicated to improving teacher effectiveness in designing project-based learning tasks, mastery work, or functional assessments aligned to CCLS.</p>	<p>All staff</p>	<p>September 8, 2015-June 30, 2016</p>	<p>PD Committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>4 Grade-level and 5 department teacher teams will collaborate to create professional opportunity materials. Professional Development Time on Monday and Tuesday afternoons and C6 will be utilized to enhance the work of the staff. School data, CCLS, Danielson Framework for Teaching will be sited as resources for planning and curriculum assessment. Per session will be used to supplement work day time for completing the work. School google platform will be used to share all findings and work with school staff.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly update will be shared at school-wide PD sessions.

Projected target dates for PD calendar confirmations are September 8, 2015, September 30, 2015, and January 1, 2016.

The PD team will meet in February and June to determine the timeliness and success of this proposal. February 1 PD day will include a whole grade session to discuss progress, examine document drafts.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.
Not Selected

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Exposure to Reading Resources (ie: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone Programs (students are given at home access)</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available • In class resources provided by support staff • Resources available for “check out” for use at home • Online Access to Interactive Resources 	<ul style="list-style-type: none"> • During scheduled classes • Zero period, after school, and Saturday sessions offered throughout the year. • After-school regents prep scheduled each semester Online Access September to June
Mathematics	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p>	<p>One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available 	<ul style="list-style-type: none"> • During scheduled classes • Zero period, after school, and Saturday

	<p>Lists of struggling students will be created upon distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>Academic At Risk Students, Exposure to Reading Resources (ie: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone Programs (students are given at home access)</p>	<ul style="list-style-type: none"> • In class resources provided by support staff • Resources available for “check out” for use at home <p>Online Access to Interactive Resources</p>	<p>sessions offered throughout the year.</p> <ul style="list-style-type: none"> • After-school regents prep scheduled each semester <p>Online Access September to June</p>
<p>Science</p>	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance</p>	<p>One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Exposure to Reading Resources (ie: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone Programs (students are given at home access)</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available • In class resources provided by support staff • Resources available for “check out” for use at home <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> • During scheduled classes • Zero period, after school, and Saturday sessions offered throughout the year. • After-school regents prep scheduled each semester <p>Online Access September to June</p>

	will be created using late logs and weekly attendance and cutting reports.			
Social Studies	<p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Lists of struggling students will be created upon distribution of each marking period report card.</p> <p>Student Failure Reports will be generated in STARS.</p> <p>A list of students who failed or did not take a required regents is generated each semester from STARS.</p> <p>List of students in need of intervention based on attendance will be created using late logs and weekly attendance and cutting reports.</p>	<p>One-to-One Tutoring, Small Group Tutoring, Regents Targeted Prep, Peer Advisors Homework Help, Push In and Pull Out Resources for Academic At Risk Students, Exposure to Reading Resources (ie: side-by-side readers, books on CD), Barron’s Online and Rosetta Stone Programs (students are given at home access</p>	<ul style="list-style-type: none"> • Small Group and Individual Tutoring Available • In class resources provided by support staff • Resources available for “check out” for use at home <p>Online Access to Interactive Resources</p>	<ul style="list-style-type: none"> • During scheduled classes • Zero period, after school, and Saturday sessions offered throughout the year. • After-school regents prep scheduled each semester <p>Online Access September to June</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are referred for at risk intervention by the grade level teams, Pupil Personnel Team and SIT committee.</p> <p>Grade level teams will produce lists of struggling students at the mid-point of each marking period.</p> <p>Any member of staff may recommend students for at risk</p>	<p>At Risk Resource Room, Testing Modifications, Support Services Provided where appropriate. Small group counseling, one-to-one counseling, Family Support Outreach, Focus Groups, AIS Focus Sessions</p>	<ul style="list-style-type: none"> • Regularly Scheduled Mandated and At Risk Counseling • Parent and Family Support Sessions <p>Test and Academic Stress Reduction Group Sessions</p>	<ul style="list-style-type: none"> • Pull out and Push In support during school day • Weekly ICT Teams common planning time with support staff feedback <p>Grade Level and Department Meetings aligned to support staff goals and activities,</p>

	counseling services with evidence need.			weekly Monday meetings
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our focus remains securing and improving a highly qualified staff. In 2015-2016, our staff remains highly qualified and displays a high rate of retention. Of over 40 staff members, 1 retired, 1 returned from leave, and 3 new members were added (physical education, Technology, and Foreign Language). We accomplish this through building a strong and cohesive school community. We support our staff through a variety of professional development opportunities and help each teacher reach further toward their potential. We also have many teachers who serve as mentors, having been highlighted both internally and by the city as expert teachers in their field. Our staff includes new teacher mentors, DOE teachers of the year, as well as individuals selected by the DOE as supervisors of Regents Grading and network workshop facilitators.</p> <p>Also, our hiring team consists of many members of our community and act as a very strong support for both the recruitment of strong pedagogues as well as their retention. As part of our vetting process, our hiring team considers level of teaching experience, innovation, educational philosophy, as well as additional skill and knowledge sets to be offered to our student population.</p> <p>Our entire staff is offered access to professional development, each month. Lists of PD opportunities presented off-site are shared with our staff, weekly. We have designed need-specific weekly PD opportunities offered by our network, New Visions. In addition, our administration leads PD sessions each week, as well as teacher/department designed and lead PD, monthly.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Weekly Professional Development:</p> <p>Lead by Principal, AP, and UFT Chairman for whole staff on Monday afternoons. Topics are selected and designed based on staff requests and need assessments. In 2015-2016, the staff has chosen to focus on several items: Interdisciplinary Curriculum Design for 9th Grade classes, Project-Based Learning, and Peer Review and Assessment.</p>

Monthly Professional Development:

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	336,520	x	5A/4B, 5C/4B, 5D/4B
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,108,035	x	5A/4B, 5C/4B, 5D/4B

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

2015-2016 Parent Involvement Policy (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Sean Rice	Assistant Principal Marisa Boan
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Mr. Britton (School for Human	School Counselor Darlene Miller
Teacher/Subject Area Jason Zanistch/ English-Drama	Parent Luke Delfeus - PA President
Teacher/Subject Area type here	Parent Coordinator Eric Ferreira
Related-Service Provider Rachel Mickenberg	Borough Field Support Center Staff Member
Superintendent Donald Conyers	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	468	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										5	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	4	1	0	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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
Haitian										0	0	0	0	0
SELECT ONE										0	0	0	0	0
Arabic										0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian										3				0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)										2				0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)										2	1			0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	0	0	0	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	1	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	1	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The school uses DRA to determine reading levels before the teachers begin to plan their instruction. Differentiated instruction begins with this DRA pre-assessment. The ESL teacher utilizes previous assessments that are available including NYSTELL, NYSESLAT, and NYS ELA, MATH, Science, and Social Studies scores as well as periodic assessments data recorded in Acuity, to plan instruction. In addition, or if previous scores are not available, the teacher utilizes teacher created pre-assessments and individual observations and conferences to purposefully plan the instruction of each individual student. .
 The ESL teacher incorporates the Common Core Standards and NYS Standards in content areas to plan instruction for ELL students tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data from the NYSESLAT and NYSITELL exams reveals that students who enter HSPS at the Intermediate Level(Transitioning) progress to Advanced level(Expanding and Commanding) within one year. Those at the Advanced Level test out in one year. The combination of ELL program with additional support in the Writing Workshop course enables students to become proficient in about one year. Last year only 1 student did not achieve proficiency on the NYSITELL, however he was able to pass of of his courses in 9th grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Students at the High School for Public Service exceeded the State requirements set forth in AMAO #2.
 The Percentage of Students Attaining English Language Proficiency, attaining English language proficiency as defined as LEP/ELL students scoring at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT) was exceeded by all students at our school. It is difficult to identify patterns because we have such a small percentage of ELL. Last year the school had 3 ELL. of those, 1 progressed from Intermediate to Advanced and 1 moved from Advanced to Proficient (1 student was not tested). Instructional

changes will be made in the areas of reading and writing for the 1 remaining student (Advanced) as her scores did not increase as well as her listening and speaking scores. The 6 new 9th grade students have been evaluated individually. They have reading and writing scores that are significantly lower than any student in the history of the school and require significant interventions. The school is partnering with a Campus school, High School for Human Rights, to provide direct instruction by a certified teacher.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

This is the first year that HSPS will have an ESL teachers and utilize ELL Periodic Assessments. As such, we do not have data. The school will partner with the High School for Human Rights on our Campus and rely on the expertise and assessments of their certified teacher.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Does not apply

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

Does not apply

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We do not have a Dual Language Program

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

Our Ell's are held to to same Common Core Standards as all students. In the past, we have been very successful in having pur students pass the NYSESLAT exam, in addition to all Regents Exams. Our graduation rate for Ells is 100%.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

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

Step 3: New York State English as a Second Language Achievement Test (NYSESLAT).

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The Assistant Principal determines which students are entitled to take the NYSESLAT each year. This determination is made through a review of several ATS reports including the RLAT, RMNR, RNMR, and RPEX. The test is administered each Spring by the Assistant Principal. The Assistant Principal is responsible for setting up the testing schedules, securing a location, and organizing the materials, securing proctors, as well as administering the four components of the actual exam

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Assessments to identify SIFE (Students with interrupted/Inconsistent Formal Education) Do not apply to the High School for Public Service.. We are a screened school.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled IEP students have an IEP review by members of the Language Proficiency Team in order to determine programming and to meet their individual needs. The process begins in the summer with the Assistant Principal reviewing the IEP of each student. Programming decisions for each student are determined by team members which include a guidance counselor, special education teacher, ELL teacher (Mr. Britton at School for Human Rights), a general ed teacher, and programmer. The Director of Special Education Ms. Zarate is consulted. As a screened school, parents and students are notified of acceptance into our program the prior year. If ELL placement is needed it was considered during our admissions process and programming needs were made available for the coming year. Parents were notified of placement recommendations within the required timeframe and either accepted or rejected the placement within the required timeframe as well.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlements Letters, Parent Surveys, and Program Selection

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Entitlements Letters, Parent Surveys, and Program Selection

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

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Structures for Understanding Three Programs

New Parent Orientations are held each September to discuss curriculum. These orientations are conducted by the Guidance Counselor and the Bilingual Parent Coordinator. If we have identified ELL's as part of our incoming class or as part of our transfer student population the following will take place:

Two types of ELL Parent Orientations

A. Identification & Placement

The Bilingual Parent Coordinator, the Guidance Counselor, and the ESL Teacher provide ELL parents with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection. If this orientation is needed it is conducted based on Model C. This parent orientation is conducted by parent coordinator with the assistance of school administration and an ESL teacher. Parent outreach in order to finalize the parent survey is done by the school's Bilingual Parent Coordinator. Parents are informed through letters and telephone calls that the default placement is bilingual education if the survey is not returned to the school. Outreach continues to inform parents of changes to programs or when additional programs become available.

B.Orientation to provide information about curriculum

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Coordinator and school secretary monitor as needed. Outreach is done at the beginning of the year and followup if forms are not turned in. Parent Coordinator makes telephone calls and home visits if needed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Coordinator and school secretary monitor the Parent Survey Forms and Program Selection Forms. Records are kept into 2 places, 1) the Main Office, and 2) in each individuals students permanent record folder. Missing forms are tracked by the Parent Coordinator who makes calls and home visits if necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent Coordinator and school secretary monitor as needed. Placement leeters are sent home and a copy is placed in the stduents's Permenet Folder. During Fall Parent Teacehr Conferences the Parent Coordinator confirms receipt of the letter and confirms placement options.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
School secretary maintain office records.
11. 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.
We have a small population of Ells, less than 10. Students are administered the exam during the testing period each year in May. The testing coordinator with the assistance of the school prgogrammer reveiws ATS Report RELCin order to make sure that all students who must be tested are actaully tested. Scheduling of a small amount of students is not a problem. All four components of the exam are scheduled to be given during the testing window are stdeunts have 2 test days for each componenet in order to avoid conflict with other exams, including AP exams during that time.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are sent home through the Bilingual Parent Coordinator with the assistance of our pupil personnel secretary.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway.
(Refer to question six).
5. The High School for Public Service is a small screened school. Currently, we have 6 ELL. Most students who come to us have English as their home language. Based on past registration, most students have not qualified for ESL services. The Assistant Principal works closly with the Data Specialist and Guidance Counselor to determine trends in applicants, parent choice, and student acheivement. Additional data samples are necessary in order to to conduct a proper trend analysis. With a sample of only 1 -2 students a trend or pattern will not give sufficient data to form an opinion. This year our students will be served by a fully licenesed ESL Teacher at the School for Human Rights.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

The High School for Public Service is a small school which currently serves approximately 460 students. The school is a screened school and therefore has a limited amount of ESL students to serve. Because of our extremely small population of ESL students (6/460 or .013) the school has elected to implement an Instructional Model of Free Standing ESL Program with our students attending classes at the School for Human Rights (Wingate Camous School). Students attend class together for 4 periods each week from 11:10 to 12:04. This class is part of the regular program even though they attend at another school (School for Human Rights). This is a Free Standing ENL class of mixed abilities.
 - b. TBE program. *If applicable.*

Not applicable
 - c. DL program. *If applicable.*

Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

 - Language Arts is taught using ESL and ELA methodologies.
 - Content areas are taught in English using ESL strategies.
 - Emerging Students receive 360 minutes of required instruction each week in ESL and ELA classes.
 - Transitioning and Expanding Students receive 180 minutes of required instruction in ESL and ELA classes.

The High School for Public Service EXCEEDS the State requirements providing students with 240 minutes per week of ELA instruction in a class which is taught by a certified ELA teacher and 240 minutes per week of ESL instruction by a qualified teacher using the Free Standing ESL method of instruction

 - Students are provided with additional support through after school academic programs
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are taught in English using ESL strategies and methodologies. All students receive 240 minutes of instruction in each major content area each week. Strategies for vocabulary and oral language development are infused in each classroom. Teachers participate in professional development workshops at the school level for 60 minutes each week. These workshops are conducted by the Administration and Teacher-led professional development team. Workshops on integrating ESL strategies are conducted as needed. Grade meetings and department meetings allow for teacher collaboration in order for the ESL teacher to provide content area support to the ELLs; A Peer Collaborative Teacher works closely with each department in order to provide opportunities for collaboration and the sharing of materials and assignments.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

Beginning this year, HSPS plans to begin incorporating the new ENL Periodic Assessment as part of our program with the school for Human Rights. Through the use of teacher created assessment the teacher is also able to evaluate the students in all four modalities. The school uses Pupil Path to record grades and progress over the year. Students and parents have access to this system and can view the students progress at any time.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

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

Long-Term ELL's.

Differentiated instruction at HSPS recognizes students varying background knowledge, readiness, language level, preference in learning, and interest. We utilize differentiated instruction as a process of teaching and learning for students of differing abilities (SIFE, Newcomers, ELL's receiving service 4-6 years, and Long-Term ELLs) in the same class. The intent of our instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process and English language acquisition.

Differentiated instruction begins with a pre-assessment. The ESL teacher utilizes previous assessments that are available including LAB-R, NYSESLAT, and NYS ELA, MATH, Science, and Social Studies scores as well as periodic assessments data recorded in Acuity, to plan instruction. In addition, or if previous scores are not available, the teacher utilizes teacher created pre-assessments and individual observations and conferences to purposefully plan the instruction of each individual student. . The ESL teacher incorporates the Common Core Standards and NYS Standards in content areas to plan instruction for ELL students tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. ESL Teachers differentiate at least four classroom elements based on student readiness, interest, learning profile and English Language level:

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

Content

Examples of differentiating content for ELL students include the following:

Using reading materials at varying readability levels;

Putting text materials on tape;

Using spelling or vocabulary lists at readiness levels of students;

Presenting ideas through both auditory and visual means;

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

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

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

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

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

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

Process

Examples of differentiating process for ELL students include the following:

Using tiered activities through which all ELL learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity depending on the ELL level;

Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;

Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;

Offering manipulatives or other hands-on supports for students who need them; and

Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

Examples of differentiating products for ELL students include the following:

Giving students options of how to express required learning (e.g., create a power point with visuals, write a letter, or develop a mural with labels, record their report);

Using rubrics that match and extend students' varied skills levels;

Allowing students to work alone or in small groups on their products; and

Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning environment

Examples of differentiating learning environment for ELL students include:

Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

Providing materials that reflect a variety of cultures, languages and home settings;

Chart	<p>Setting out clear guidelines for independent work that matches individual needs; Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and Helping students understand that some learners need to move around to learn, while others do better sitting quietly</p>
7.	<p>For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.</p> <p>Does not apply. We are a screened school.</p>
8.	<p>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?</p> <p>The school uses a differentiated instructional model for ELL students which allows for the selection of various texts in all content areas. Teachers select text based on the reading level of each ELL. Technology is infused into the curriculum and all students have access to the text in audio version if needed to support their learning. The Writing Workshop class uses Thinking Reader as supplemental material. We do not have any students whose IEP mandates bilingual instruction.</p>
9.	<p>How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?</p> <p>In order to meet the diverse needs of ELLs within the least restrictive environment students receive ELA instruction for 240 minutes per week instead of 180 minutes as mandated by law. We are also able to provide 240 minutes per week of ELL support and instruction. The teacher works closely with the content area teachers to assist in the selection of texts and in sharing teaching strategies for these students.</p>

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
Chart					
INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

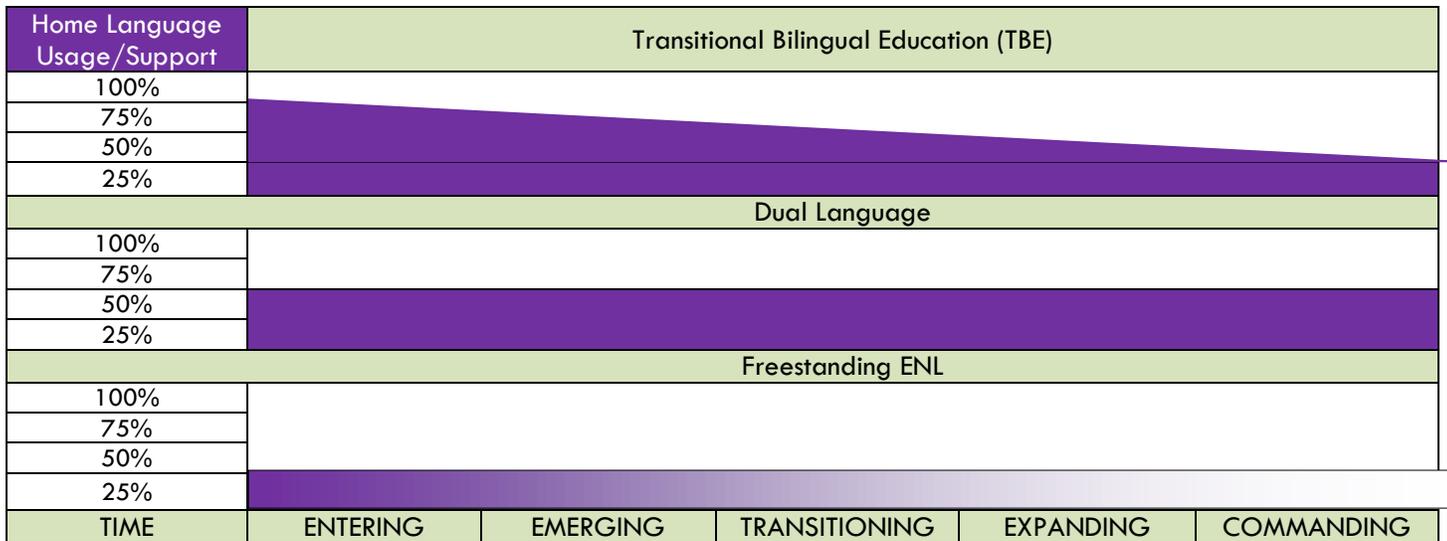


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
A targeted intervention program is offered for students in ELA. A review of data includes 7th and 8th grader assessments in order to determine which students are at Level 1 or Level 2. In addition, the school looks at the performance assessments in science in order to determine if they require additional content area instruction and/or support. Students participate in a Writing Workshop class for 240 minutes each week. This class utilizes ESL strategies and supports the work of the other content areas. Targeted intervention is also utilized in other content areas depending on the needs of the student. Using the results of periodic assessments, teacher created tests, and Regents exams, students in need of intervention are identified and placed in appropriate courses to support their learning and English language acquisition in the content areas. Currently the school offers an intensive Scientific Inquiry course to support the ELL's in the area of science and will offer a Global Studies course in the Spring which will prepare students to meet the writing challenges of the Regents examination. Our data shows that we do not need to offer targeted intervention in Mathematics for our ELL students. If in the future it is determined that there is a need then the school will offer targeted intervention in the area of Mathematics for our ELL students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
According to Regents data all ELL students successfully pass 5 Regents exams including English, Global History, US History, Science, and Mathematics. The graduation rate exceeds 96%. Students who participate in Writing Workshop as part of their ESL program show considerable gains in content area subjects, specifically ELA and History. They develop skills in presentation and public speaking, which coupled with increased confidence, enables them to excel in these subjects.
12. What new programs or improvements will be considered for the upcoming school year?
Writing Workshop continues to incorporate non-fiction texts in order to prepare the students for future Common Core Assessments. The teacher plans to include topics in biology which will also increase their performance in science. In addition, the school is now offering ELA electives in Journalism, African-American Literature, and Feminism. These courses, like all, are available to our ESL students.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL's are afforded equal access to all school programs. Currently there are no specific programs offered after school which are targeted to ELL's. Our current population does not allow for specific programs targeted for just 2 students. We currently offer the following curricular and extracurricular activities at HSPS:
Geometry Tutoring (2x/week), Algebra 2 Tutoring (4x/week), Chemistry Tutoring (one-on-one), US History (one-on-one). We also offer extracurricular activities which are available to all students including ELL's: Farm Club, New Yorkers Against Guns Violence, New York Cares Club, Student Government, Documentary Film Making, Crafters Club. One of our ELL students participates in extracurricular activities. The other ELL has a part-time job after school that he enjoys. All PSAL sports are also available to our ELL students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The school uses a differentiated instructional model which allows for the selection of various texts in all content areas. Technology is infused into the curriculum and all students have access to text in audio version if needed to support their learning. The Writing Workshop class uses Thinking Reader as supplemental material. Native language materials include dictionaries and glossaries in all the content areas of Science, English, Social Studies, and Mathematics. In addition, the school maintains a library that includes high interest fiction and non-fiction materials along with audio-visual resources.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is not delivered in our program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The Assistant Principal, with the help of the Guidance Counselor and Programmer, assures that all students have the required services.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
An orientation is held in June prior to admission to provide information about curriculum. This orientation helps the students understand the curriculum, learning standards, expectations for students, and assessments. This orientation occurs in June of each year. Students are given an informal writing assessment to assist with class placement.
19. What language electives are offered to ELLs?
We are a small school and are only able to offer Spanish to all of our students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a Dual Language Program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All subject area teachers, Special Education teachers, ESL teachers, and paraprofessionals participate in professional development workshops at the school level for 60 minutes each week (each MONDAY of the year) as part of the new teacher contract. These workshops are conducted by the school administration and by a teacher-led professional development committee. In addition, assistant principals, guidance counselors, social workers, parent coordinators, and school secretaries receive 60 minutes of professional development each month integrating strategies for use with ELLs and in parent development. The SBST, which includes school psychologists, occupational/physical therapists, speech therapists and additional social workers participate in professional development to meet the needs of ELL. This professional development is provided by the network personnel which supports the School Based Support Team. Secretaries and Parent Coordinators attend workshops related to their position and include workshops on meeting the needs of ELL students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Department led professional development with a focus on the Common Core Standards is held for one hour each month. Teachers also attend network and city professional development workshops each month. This year we have a Peer Collaborative Teacher who will focus on Common Core Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
A Ninth Grade curriculum night is held each year to make parents aware of the curriculum and classroom expectations. Ninth grade questionnaires help teachers to better understand students' strengths and weaknesses.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers are scheduled for 4 hours of professional development each month. In addition, professional development sessions are held for 8-10 days during Regents examination weeks. During this time teachers are provided with workshops and training that fulfill the 7.5 hours requirement for training of all staff members in ELL strategies and instruction. Teachers work individually and in teams to develop appropriate curriculum for the students. In addition, teachers attend national conferences as participants and presenters to further develop their craft.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent involvement in our school is growing. Currently the Parent Coordinator arranges two family meetings each month. Attendance at these meetings has been growing steadily since the decision to hold one meeting in the evening hours and one on a Saturday. In addition, the Parent Coordinator arranges monthly workshops and/or presentations based on the parents' needs and interests.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No we do not
5. How do you evaluate the needs of the parents?
Parent needs are evaluated several times throughout the year. In addition to the NYCDOE Parent Survey, our school has developed its own survey which is administered twice a year. This survey is done during Parent Teacher Conference. This survey helps us determine interest in after school programming and parent workshops. The results of the surveys determine the type of workshops and presentations that are given to the parents. In addition, the SLT often works of projects based on the information and needs that are acquired during their monthly meetings. This year the school has transitioned to the use of Google Docs and will use that, along with Survey Monkey to preapre additional surveys to reach our entire school community.
6. How do your parental involvement activities address the needs of the parents?
Parent involvement in our school is growing. Currently the Parent Coordinator arranges two family meetings each month. Attendance at these meetings has been growing steadily since the decision to hold one meeting in the evening hours and one on a Saturday. In addition, the Parent Coordinator arranges monthly workshops and/or presentations based on the parents' needs and interests.

D. Additional Information

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

None

Part VI: LAP Assurances

School Name: <u>High School for Public Service</u>		School DBN: <u>17K546</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sean Rice	Principal		9/30/15
Marisa Boan	Assistant Principal		9/30/15
Eric Ferreira	Parent Coordinator		9/30/15
Mr. Britton	ENL/Bilingual Teacher		9/30/15
Luke Delfeus	Parent		9/30/15
Jason Zanitsch	Teacher/Subject Area		9/30/15
	Teacher/Subject Area		
	Coach		
	Coach		
Darlene Miller	School Counselor		9/30/15
Donald Conyers	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 17k546

School Name: High School for Public Service

Superintendent: Donald Conyers

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Translational services are provided to all families as needed. New students are given a Home Language Survey in order to determine their language preference for communication. Onsite translation is made available by the Bilingual (Spanish) Parent Coordinator and Assistant Principal of Organization. In addition, a special education para is available to provide translation service in Haitian-Creole. In the event that a parent requires services in another language we will work with an outside vendor or utilize the services of the DOE via telephone.

Most forms are available on the NYCDOE website in many languages. School letters and brochures are made available in other languages as need. Currently, the Parent Coordinator has arranged for free translation from the Translation Unit to provide services to translate the Family Handbook into 3 languages, Haitian Creole, Spanish, Bengali.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school participates standard city-wide parent outreach sessions, such as Parent-Teacher Conferences in September, November, March, and May. We also conduct monthly parent events, such as SLT meetings, Parent Association meetings and workshops. Our school conducts ongoing outreach, intervention, and support meetings for families on a need basis. These meetings are scheduled and unscheduled. Our staff also conducts daily outreach via phone, email, and Phone Messenger voicemails. Meetings include all staff, teachers, support staff, and school leaders.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

(Parent Teacher Conferences, College Fair, Parent Orientation, and Parent Teacher Association meetings) will be provided through staff members, parent volunteers or DOE translation services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

School will provide PD during mandatory Monday session, outlining the DOE and School translation services and procedures. All staff will be directed to consult with Assistant Principal Marisa Boan for all transitional services and support.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

School will expose all parents to the DOE materials and services, as indicated in DOE materials.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent coordinator will gather feedback at parent meetings. Parent coordinator will use email as a follow up source for parent feedback.