



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	16K455
School Name:	BOYS AND GIRLS HIGH SCHOOL
Principal:	MICHAEL A. WILTSHIRE

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: Renewal Committee and School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Career and Technical Education (CTE) Programs *(for high schools)*

Section 10: Professional Development Plan

Section 11: Title I Program Information

Section 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Boys and Girls High Schools School Number (DBN): 16K455
Grades Served: 9-12
School Address: Boys and Girls High School 1700 Fulton St. Brooklyn, NY 11213
Phone Number: 718-467-1700 Fax: 718-221-0645
School Contact Person: _____ Email Address: admin@boysandgirlshigh.org
Principal: Dr. Michael Wiltshire
UFT Chapter Leader: Dominique Borgella
Parents' Association President: Doretta Smith
SLT Chairperson: Allison Best- Adams
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Natascha Jackson
Student Representative(s): Shavanes Robinson, Jhanelle Bailey

CBO Representative: Good Shepherd

District Information

District: 16 Superintendent: Michael Alcott, Superintendent
Superintendent's Office Address: 2 Metrotech, 3rd floor, Brooklyn
Superintendent's Email Address: malcott@schools.nyc.gov
Phone Number: 718 - 935-4092 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston St.
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718-935-3953 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.

- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2013-14 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing; and, mandatory professional development for school leadership and staff.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

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 RSCEP Development

The Renewal School Committee, appointed jointly by the DOE and UFT, shall create the School Renewal Plan to be implemented for the 2015-16 school year, consistent with applicable law, regulations, and applicable collective bargaining agreements and subject to approval by the SED Commissioner.

- **Step 1:** Form the School Renewal Committee consistent with the DOE-UFT agreement regarding the development of the School Renewal Plan for Priority Schools identified as "Out of Time" during the 2013-14 school year.
- **Step 2:** Ensure that a fully formed and functional SLT exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 3:** In consultation with the SLT, conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 4:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 5:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 6:** Revisit the school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 7:** Consult with the SLT, and 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 8:** Update the school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 9:** Complete the Expanded Learning Time (ELT), Community School, Career and Technical Education Program (CTE), and Professional Development Plan sections.

- **Step 10:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: Renewal Committee and School Leadership Team (SLT) Signature Page

Directions:

- Renewal Committee members must complete **Part 1** of this section.
- School Leadership Team (SLT) members must complete **Part 2** of this section.
- 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.

Part 1 – Renewal Committee

Directions: As per the DOE-UFT agreement regarding the development of the School Renewal Plan for schools identified as “Out of Time” Priority Schools during the 2013-14 school year, the Renewal School Committee, appointed jointly by the DOE and UFT, shall create the School Renewal Plan to be implemented for the 2015-16 school year, consistent with applicable law, regulations, and applicable collective bargaining agreements and subject to approval by the SED Commissioner. The Renewal Committee will consult with the SLT and provide them with the opportunity to give feedback on the plan. Decisions of the Renewal Committee shall be made by consensus to the maximum extent possible. All Renewal Committee members are expected to sign in this section to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP).

On the chart below:

1. List the names of each Renewal Committee member in the first column.
2. Record the position and constituent group represented in the second column.
3. Renewal Committee members should review this document and sign in the right-hand column in **blue ink**. If a Renewal Committee 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 signature page.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Michael Witshire, Principal		
Michael Alcott, Supt Designee		
Mary Atkinson, UFT		
Cherina Booker, Supt		
Carl Cambria,		
Jason Goldberg, CSA		
Janella Hinds, UFT		
Alicia Watkins, CSA		

Part 2 – School Leadership Team (SLT)

Directions: All SLT members are expected to sign in this section to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Dr. Michael Wiltshire	*Principal or Designee	
X	Dominique Borgella	*UFT Chapter Leader or Designee	
X	Doratta Smith	*PA/PTA President or Designated Co-President	
X	Delissa John	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
		Community School Director (staff)	
	Jhanelle Bailey	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Shavenes Robinson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Alison Best Adams	SLT Chairperson/Teacher	
	Jimenez Ozoria	Guidance Counselor/Member	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Natascha Jackson	Parent	
	Stacey Carter	Parent	
	Joel Walker	Staff Member	
	Clive Harding	Parent	
		Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Mission Statement: Boys and Girls High School is committed to providing a safe and secure environment that enables our students to display growth and development academically, intellectually and socially. It is our moral obligation to prepare our students to become productive and responsible citizens. We view the school as a vehicle that can have tremendous impact on the child's ability to succeed in society. Our approach to urban education is a straightforward formula: dedicated staff plus disciplined students plus involved parents plus leadership equals a working school.

Boys and Girls and Medgar Evers Prep will explore the possibilities of merging the schools at the Boys and Girls HS site under the leadership of Dr. Wiltshire. During this period of exploration, school communities will experience increased collaboration regarding instruction, administration, professional learning opportunities.

Students at Boys and Girls High School will have the opportunity to explore varied courses of study while at the school. From completion of college courses to focused Career and Technical certifications, students will graduate from the school prepared for the worlds of work and higher learning.

The Career and Technical program for 9th graders will have a strong focus on skills acquisition. In addition to the round of Career and Technical exploration courses, students will be expected to pass 2 regents by the end of the 9th grade. For students pursuing a Career and Technical certification, 9th and 10th grade will consist of exploration of Career and Technical courses, 11th grade will serve as the year for concentration, and 12th grade will focus on requirements for certification.

At Boys and Girls, a mentoring program for students who are almost on track will provide a partnership between parent, student, and mentor to support student achievement. Parents and guardians will be engaged in the life of the school so that they become active partners in the school community. The partnerships between the Boys and Girls and Medgar Evers, as well as the schools on the campus, will influence the culture

8:20-3:40 school day (including 9th period); all students are on 1-9 schedule. For students that are struggling, double periods will be offered in core courses and after-school tutoring will be provided after 9th period. Expectations for students are high and are communicated to all members of the school community on a regular basis. Expanded Learning Time will be provided to all students daily in addition to after school tutoring and Saturday School.

On-going grade meetings for students with the principal - around the marking periods; follow up small group meetings for students who are struggling - discussions about specific needs to be met; program designed for each student to support their achievement (guidance counselor, APs). For additional enrichment, Saturday courses and Summer Bridge Academy courses will be provided on site.

Good Shepherd services will continue to provide support to students during and after the school day. An advisory committee, comprised of elected officials, clergy, local community based organizations and business, and institutions of higher learning will continue to offer support, guidance, and oversight to the school community.

Strong family and community ties have been developed through the support of the Parent Association. Activities including the parent / mentor breakfast and the Award ceremony brunch have brought parents and guardians in to celebrate the progress and achievements of the students.

The goal is to improve the instruction at Boys and Girls High School resulting in a 20% increase in the graduation rate.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>3.2- Curricula reviewed by the IIT did not provide targeted goals for students with disabilities and English language learners. During classroom visits, the IIT noted that teachers did not ensure that at-risk students had access to rigorous and coherent curricula. The IIT also noted, in classrooms visited, that there were inconsistencies in the use of instructional strategies, including differentiation, multiple points of entry, purposeful student groupings, and meaningful instructional feedback with next steps for improvement. Instruction observed did not ensure access to curricula aligned to the CCLS. However, the IIT did not observe the consistent use of rigor, student engagement, or differentiation in the classes visited. Because curriculum development is at various stages and school leaders have not provided teachers in all grades and subjects with sustained, systemic, targeted support, staff have not developed and implemented rigorous and coherent curricula reflecting the CCLS across all grades and content.</p> <p>3.3- While teachers meet daily to collaborate, the predetermined schedule does not set aside a designated time for the teachers to work together on CCLS-aligned plans. Because the school does not ensure time specifically for the development of CCLS-aligned curricula and because units plans that have been developed do not contain necessary components to be aligned to the CCLS, not all students have access to curricula that stimulate higher-order thinking and build deep conceptual knowledge.</p>		

3.4-Most teachers were provided scheduled opportunities to meet with colleagues, although the topics for these meetings are predetermined and do not allow substantial opportunities for teachers to develop curriculum together. Pacing charts/ course calendars are developed department wide. School leaders and teachers spoke to the IIT about daily grade and vertical team meetings where they discuss teaching techniques and effective strategies to enable students to access curricula; however, teachers do not meet regularly to collaborate on developing curricula and finding ways to connect curricula in other subjects to the lessons being taught. In addition, the teachers do not meet regularly for the purpose of identifying ways to increase students' exposure to the arts, technology, and other enrichment opportunities to ensure that students receive a robust curriculum. During classroom visitations, the IIT observed teachers' inconsistent use of technology and a lack of student interaction with technology. The lack of regular teacher collaboration on curriculum development limits student access to rigorous curricula that is CCLS-aligned and limits students from using the arts, technology and other enrichments to discover, create, and communicate information.

3.5- While the school collects student data, the school does not have a system to ensure that data is used to inform instructional decision-making and school improvement efforts. The IIT did not see frequent evidence of scaffolding or purposeful student groupings in the classrooms the team visited. In addition, most lessons observed by the IIT were delivered to the whole class and had minimal opportunities for differentiation. Without the consistent modification of curricular plans and instructional strategies based on student data, the school is limited in its ability to provide curriculum that will address the needs of all of its students.

According to the State IIT conducted in the Spring of 2015, lesson plans do not consistently include 'Aims', learning objectives, and summary activities aligned to the CCLS and instructional shifts. Learning objectives are not measurable and aligned to the CCLS. Data was not consistently used to inform decisions around curriculum and instruction. Assessments were not aligned to learning objectives, and did not lead to modifications in instruction and purposeful grouping decisions. Lessons were not appropriately paced.

According to the AIR report, the recent adoption of a more challenging curriculum and intensive focus on Regents preparation have been associated with dramatic gains in January Regents results and improvements in student attendance. However, not all staff have a shared understanding of instructional strategies or agree on how best to balance support and challenges for BGHS students.

School strengths: There is a lot of potential to develop rigorous instruction at this school based on the following factors and are necessary to the development of an instructionally coherent and rigorous academic program that enriches students' schooling experience.-

1. Highly qualified instructors with expertise in their area of pedagogy.
2. New focus on strong professional development and the structure for the extended learning time has laid a foundation for developing a standard of rigorous instruction across the school
3. Students are very committed to school
4. In the core curriculum there will be extended, block period instructional time, there are more opportunities for common planning.
5. Common planning, at this point supported by the assistant principals, happens during the school day and teachers are beginning to develop lesson plans to support the CCLS.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?

6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

This document is framed by the belief that all students can learn and deserve quality, rigorous instruction, which includes appropriate supports and guidance. To that end, the renewal committee believes that all teachers are literacy teachers, and students learn best by “doing and thinking”. Therefore, the structure of the school days, length of instructional blocks, rigorous curriculum that focuses on writing, cabinet and staff level inquiry teams, and pedagogues that hold students to the highest of expectations should all support student engagement with and entry to rigorous tasks. Extended learning time, rigorous curriculum, and high expectations for students and staff will foster students engagement and a culture for learning. Students at Boys and Girls High School (BGHS) will be introduced to a well-rounded, rigorous curriculum in each subject area. All students will have access to courses in the following areas: Career and Technical Education, performing and visual arts, and foreign languages (Spanish, French, and Mandarin).

Grades 9-12 will implement the ELA and Math Engage NY Common Core curricula that infuses the instructional shifts into a coherent arc of learning that prepares students for grade level Common Core assessments and career readiness. 9th grade Social Studies and Science teachers will implement the Common Core aligned New Visions curricula that reflects the NYCDOE and New York State scope and sequences. These curricula are all project based and ground the content in real world experiences. Teachers will work collaboratively with content School Renewal Coaches to support pedagogical practices in implementing and modifying the curricula to better support access for all students.

Rigorous curriculum such for all subjects will be implemented across grades to ensure a coherent level of rigor aligned to the Common Core Standards and New York State content standards with an emphasis of writing across the curriculum to support college and career readiness. The Writing is Thinking through Strategic Inquiry Initiative (WITsi) will place an emphasis on developing discrete writing skills that have been found to increase acquisition of intellectually rigorous academic content. Teachers will be trained on how to design scaffolded Writing is Thinking tasks that build content knowledge and literacy skills.

Pedagogical practice will be student centered and driven by rigor with a focus on college and workforce readiness. In keeping with the vision of students “learning by doing” courses will provide students with multiple opportunities to engage in real world applicable project based learning. Additionally, pedagogical practice will be supported by SRI content coaches through weekly classroom visits, coaching sessions, and targeted professional development in conjunction with the school PD committee.

Teachers at BGHS will have the opportunity to engage in common planning time and strategic inquiry. This time will allow teachers (and administrators) to engage in inquiry around teacher/student work to share best practices and will assist in developing Common Core aligned rigorous lessons for all classes.

Consistency will be supported by the relationship with Medgar Evers College Preparatory School. Collaboration will be extended in academics, athletics, staff assignments, professional learning, and student activities. Students at Boys and Girls High School will have the opportunity to take advanced placement courses and courses in Spanish, French and Mandarin at Medgar Evers Prep. This will foster a sense of community between the two schools among teachers, students, parents, and administrators.

Exploratory Curriculum:

At the end of the 9th grade, students will self-select one of three pathways: Early College, College Bound, and Career Exploration. Students will also have the opportunity to select a talent to ensure that their high school experiences will serve their interests while rounding out their academic experiences (performing arts, fine arts, athletics, career and technical education, and languages). Incoming 9th grade students will take courses in math, ELA, and Living

Environment during a 6 week Summer Bridge Academy. This institute will be taught by BGHS teachers who will also teach the incoming students in the fall, providing a consistent transition from summer to the beginning of 9th grade. These courses will allow students to transition to high school over the summer while accumulating 9th grade credits.

Partnerships with local colleges:

- Partnerships with Long Island University and Medgar Evers College will provide opportunities for students to enroll in college level courses such as College Now , as well as provide professional development to enhance educators' ability to educate all students. LIU will also work with the early college students. LIU will help out in the summer with the students who are coming in and need additional support (the incoming students who are level 1 and 2)

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Teachers will plan and implement coherent, common core aligned lessons and units in all subjects. As a result:

- By June 2016, every student will engage in a minimum of four common core aligned tasks in each subject.
- By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 1e (Designing Coherent Instruction)

The impact of planning and implementing coherent, common core aligned lessons and units on student achievement will be:

- By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%
- By June 2016, the school's college and career preparatory course index will meet or exceed 16%
- By June 2016, the four-year graduation rate will meet or exceed 52.3%.

Part 4 – 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>Academic Pathways</p> <p>Students will select any of following academic pathways after their 10th grade year. In their 9th grade year there will be an exploratory program sequence that includes mandatory CTE coursework:</p> <ul style="list-style-type: none"> • Early College: For students who are more interested in careers in the humanities • College Bound: For students who are more interested in careers in math & science • Professional Technology (CTE): All students, regardless of academic pathway can elect to take these courses. The available CTE programs are pre-architecture, pre-engineering, welding and carpentry/building trades. <p>The vision for this program is that all pathways lead to college and career readiness including the Professional Technology pathway. In addition, all academic programs are fully integrated into the larger community.</p> <p>Academic Pathway Team (APT) (Assistant Principal, Guidance Counselor, Lead teachers,) will be responsible for implementing and facilitating all of the following:</p> <ul style="list-style-type: none"> • Summer Meeting (July/August): develop vision and course sequence for each pathway, requirements for entry to each pathway, selection process, communication to parents • September: 9th Grade Orientation-Introduction of academic pathways, pathway selection 	<p>Incoming freshman for school year 2015-2016</p>	<p>Sept. 2016</p>	<p>Paisley and Wiltshire</p> <p>Academic Pathway Team (APT) (Assistant Principal, Guidance Counselor, Lead teachers)</p>

<ul style="list-style-type: none"> ● APT Monthly Meetings: Review student data, course sequence <p>9th & 10th grade student academic pathway exploration: Paisley and Wiltshire will be responsible for programming the school. Freshman Orientation will occur on a evening prior to the opening of school where all incoming Freshman and their parents are required to attend. Agenda will include:</p> <ul style="list-style-type: none"> ● Faculty Introduction/ Meet the Teacher ● School Tour of Facilities ● Sharing Vision and Mission for schools ● Academic Pathway Teacher Presentations(Students will select their course interests) ● Arts & Language options ● Distribute student handbook 			
<p>Professional Development to improve alignment</p> <p>The school will execute a systematic PD plan that consists of group learning activities and individual coaching . The Professional Learning Committee (consisting of UFT members, SRI coaches, and School leaders) will provide oversight and support to this ongoing work.</p> <p>Group Learning Activities:</p> <p>Summer PD - Curricula Introduction and Unpacking (developed by school leaders in conjunction with SRI coaches)</p> <p>a. EngageNY, SS, Advisory, CTE, etc. September 8-9 - Engage ELA and Math, WITsi strategies (facilitated by SRI)</p> <p>Ongoing cycles - Weekly PD, Election Day, etc</p> <p>SRI PD for EngageNY and WITsi (multiple ongoing sessions approximately monthly)</p> <p>Early in September - A strong classroom culture, Instructional objectives as outlined by Danielson, and Using Hess’s Rigor Matrix to design rigorous tasks</p> <p>Recurring curricula unpacking and adaptation throughout the year in order to ensure that EngageNY meets the needs of diverse learners</p>	Teachers	Sept 2015- June 2016	UFT members SRI coaches, and School leaders

<p>Recurring opportunities to look at student work (including assessments) and inquiry protocols in the teacher team context throughout the year for the purpose of curricula and/or pedagogical modifications</p> <ul style="list-style-type: none"> ● Details of this plan, cycles, etc should be fleshed out where possible - ie WITsi and Curricula EngageNY calendar is done... <p>Individual Coaching:</p> <p>1. School leaders will develop a spreadsheet outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers instructional practices using the Danielson Framework for Instruction. Whenever appropriate UFT members will be invited to join in on this process.</p> <p>2. SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leads that is aligned to the Danielson Framework and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as “fish bowls”</p> <p>The Principal, the Director of School Renewal (DSR), and any members of the learning community that wish to join, will do a weekly “learning walk” of the classrooms and provide a “holistic” school wide report on observed practices and next steps.</p>			
<p>Student Programming: All students will be engaged in an extended learning day, inclusive of lunch. Teachers will be on a “staggered start” time. It is understood that UFT represented employees who are teaching classes and CSA represented employees supervising teachers that may result in students receiving credit outside regular school hours shall be paid on a pro rata basis. The program will be collaboratively developed by a Program Committee that consists of UFT members, SRI coaches, and school leaders.</p> <p>1. A full sequence of courses for SY 2015 will be developed by June 1, 2015. Included in the 8 hours of instructional time will be advisory, clubs, CTE courses, and other support services.</p> <p>All students will be preliminarily programmed as of June 27, 2015. Support for the programming will be provided by the SRI staff.</p>	Students	Sept 2015- June 2016	Guidance counselors, social worker, program committee, Admin

Student Assessment: Students will be given CCLS and where appropriate Regents- or AP- aligned assessments in a thoughtful manner as outlined below designed to insure students are not “over-tested.” The exact Assessment Calendar will be collaboratively developed by the Professional Learning Committee once hiring is completed. The guidance below will direct their work:

1. All incoming 9th grade students will given a pre-assessment that includes the WITsi assessment (*link to WITsi assessment here). Additionally the 9th grade state assessment data will be used to determine student needs.
2. Students will be given at least 4 full period, CCLS/Regents aligned, common, assessments per Semester. These assessment results will be analyzed by respective departments/teams to identify clear curricula or pedagogical next steps.

Students will not be over-tested. Careful thought will be given to ensure that MOSL, PSAT, SAT, SAT II, AP Exams, Benchmark assessments , Finals, Midterms, Classroom Assessments, etc - will not be conglomerated to obstruct instructional time.

Summer Bridge Academy

1. 90% of the incoming students are Level 1 or 2 students, who will participate in a Summer Bridge Academy taking courses in Math, ELA ,and Social Studies, Living Environment during a 6 week Summer Bridge Academy.
2. Institute will be taught by BGHS teachers who will also teach the incoming students in the Fall, providing a consistent transition from Summer to the beginning of 9th grade. These courses will allow students to transition to high school over the Summer while accumulating 9th grade credits. Students need to have the prerequisite knowledge for successful entry into BGHS in the Fall.
3. One day training that commences on the first day of Summer school includes support around developing assessments,reviewing course outline and multiple entry points for the summer. Teachers will be supported by Admin in developing lessons plan that include multiple entry points .This training will be the first day of summer school.

Common Core Aligned Curriculum

1. 9-12th grade teachers will implement the EngageNY Mathematics curriculum. Teachers will focus deeply on targeted mathematical concepts and standards through project based learning that balances practice with

understanding, and provides students with multiple opportunities to connect math to real world applications.

2. 9-12th grade ELA teachers will implement the EngageNY ELA curriculum. 9th grade teachers will receive a modified curriculum, that embeds WITSi strategies. SRI will provide professional development throughout the year to support admin and teacher leaders in providing school based support for ELA teachers implementing EngageNY.

3. 9th grade, Global History teachers, in conjunction with SRI coaching will implement a widely available, adapted curriculum from New Visions for Public Schools. This curriculum will include Writing is Thinking activities that support students in developing granular writing skills that are spiraled through the Global History content. These skills, while discrete, have been proven to have a tremendous impact on student performance and comprehension of academic texts. 10th-12th grade teachers will work collaboratively in team structures in order to develop curricula that is reflective of the rigorous CCLS shifts in literacy and math.

4. 9th-12th grade science teachers will work collaboratively in team structures in order to develop curricula that is reflective of the rigorous CCLS shifts in literacy and math.

5. The CTE program will allow students to first explore all specialities in each of the four offered areas; Pre-Engineering, Pre-Architecture, Electrical and Welding, Carpentry and Building Trades. 9th and 10th grade students will have access to each field of study through introductory courses that will allow them to determine which speciality is of the greatest interest to them. Students who self-select into the CTE track will choose a CTE specialty in their junior year. This will allow them to take specialized courses in their chosen field of study. BGHS will offer four CTE certification programs -- Pre- Architecture, Pre-engineering, Welding, and Carpentry / Building trades. 9th and 10th graders can take term long introductory classes. 11th and 12th graders can work towards certification in one or more programs. This will culminate in a state endorsed CTE certificate that can be used to transition immediately from high school to the world of work, if students so choose.

Electives:

1. Arts- Courses of study in Performing and Visual Arts will be held the performing arts wing of the building that include rehearsal spaces, two orchestra rooms, and a dance studio. The auditorium was recently upgraded and includes a

<p>spacious backstage. Teachers are shared between BGHS and ME.</p> <p>2. Foreign Language- Students will continue with the model of exploring their interests with exposure to multiple languages. These languages are Mandarin, Spanish and French and the curriculum will be aligned to the appropriate state approved scope and sequence. These courses are offered at Medgar Evers and BGHS students will have access.</p> <p>3. Pre-law- Due to high interest expressed by students and community members the school will also provide an elective in pre-law that utilizes the Street Law textbook.. There is special funding available for this. Includes an internship. Social studies elective credit.</p>			
--	--	--	--

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> ● EngageNY ELA and Math Curricula, New Visions for Public Schools Global 1 & 2 and Living Environment Curricula ● Professional development: unit planning, data analysis, inquiry training, UDL, WITsi, EngageNY, college and career readiness, Advanced Placement training ● Content coaches ● Per-session & rewards/incentives ● Common planning and meeting times ● Teacher tracking data observation system ● Collaboration between Medgar Evers College Preparatory High Schools 											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. 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.</p>										
<ul style="list-style-type: none"> ● By February 2016, every student will engage in a minimum of two common core aligned tasks in each subject. ● By February 2016, scholarship data will indicate an increase of 10% in course passing rates. ● By February 2016, the number of cohort R students successfully completing three or more regents will exceed 50% of the cohort. 										
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>										

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Strengths:</p> <p>5.2 According to DTSDE report The school has received a rating of Effective for this Statement of Practice: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. The school has connected with many community-based organizations (CBOs) in order to provide students and families with social and emotional developmental health support. The school leaders, school staff, students and parents shared with the IIT that students and families receive various social and emotional supports through the school student support services office called the CARE Center. The CARE Center offers the following services: tutoring, attendance monitoring, credit accumulation, online courses, a summer program, a Saturday program, and an extended day program. Further, students shared that in grades 10 - 12, they have the same school counselor and a special school counselor supports incoming grade 9 students. The IIT noted during the student support staff meeting that the school has established a system to address student academic and social and emotional developmental health needs. Consequently, the school addresses social and emotional development health barriers through the CARE Center and community partnerships.</p> <p>5.3 According to DTSDE report the school has received a rating of Effective for this Statement of Practice: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. The</p>		

school leaders and staff shared that some staff have attended various PD sessions to support student social and emotional developmental health needs. While the IIT did not observe explicit instruction to students regarding positive behavior strategies and expectations to promote social and emotional growth, school leaders and staff indicated in interviews with the IIT that the school has curricula in peer mediation, sexuality, and financial management. In addition, the guidance counselors stay with students for three years. During this time, the counselors meet regularly with students and track their progress toward credit accumulation.

5.5 According to DTSDE report the school has received a rating of Effective for this Statement of Practice: The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful. The school leader indicated that he periodically attends the regular meetings when teachers, school support staff, and CBOs convene in the CARE Center to discuss strategies to support social and emotional issues. In addition, the support staff team attends teacher common planning meetings to share data and referral updates. Student support staff indicated in interviews with the IIT that select staff members attend PD that focuses on various topics related to social and emotional developmental health. Some of the topics include school culture, youth leadership, student attendance, transitions for students with disabilities, and achievement mentoring. In addition, an attendance team was formed to monitor student attendance. The multiple efforts to monitor student social and emotional support enable the school to identify and respond to student needs, which helps remove barriers to student achievement.

Areas for Improvement:

5.4 According to DTSDE report the school has provided some opportunities for students to take ownership in the school, including the student council and the safety committee. Students have also helped organize school events, such as the "Pretty in Pink" night. Students and families expressed in interviews with the IIT that students are safe at the school. According to the AIR report there have historically been ineffective systems to identify and support at risk students, and insufficient college and career planning. PPT meetings did not include appropriate personnel needs to address student needs and progress.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Boys and Girls High School will align professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors. Each student will be known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs.

Boys and Girls High School will be central to the social and academic growth of the students in central Brooklyn. Diverse interests, and activities will be respected. Student voice will be nurtured through organizations that they lead and take part in. Community Based Organizations will support the goal of building an inclusive and supportive environment.

Community Based Organizations will be leveraged to support student achievement in the school. Good Shepherd, under the direction of the principal and in collaboration with the content area Assistant Principals, will provide social work services to students in the building to improve student attendance, achievement, and social-emotional development. Lutheran Hospital currently operates a clinic providing medical, behavioral, and dental care to students in the building. Students can be referred to Good Shepherd by their guidance counselors.

Students with IEP's will receive their services through the school. The school will monitor the services that students with IEP's receive and cross reference it with their academic achievement in team meetings that include teachers, guidance counselors and community based organizations.

Student voice will be fostered by nurturing the democratic voice of students. Participation of student government in school decisions will foster participation and engagement of students. Restorative Justice Practices will be employed in the school. Students will receive training in peer mediation and conflict resolution from the New York Human Rights Commission. Conflicts will be mediated and addressed by student leaders. In cases where mediation is not the appropriate response, students may be assigned to detention before school where they will work with other students on academic tasks.

Skedula will be used as a means to collect and analyze data. Student attendance and performance will be monitored through this system. Both school daily attendance and classroom attendance will be tracked and cross referenced. Staff including guidance counselors, the attendance teacher, and administration will collaborate on the school attendance team. The school attendance team will track data from Skedula in short cycles. Guidance counselors and other school-based personnel will work with administrators and teachers to ensure that student behavior remains on track.

Boys and Girls and Medgar Evers Prep are both members of the Medgar Evers College Pipeline. Medgar Evers College will provide professional development and College Now programs. Students may participate in the High School lecture series offered by Medgar Evers College.

The Student Store will be a support center for students. The store will be supervised by the coordinator of student activities (COSA). Student government will be able to make recommendations about what products will be sold at the store. The students that work in the store will earn community service credit. The store will sell the school shirts that are part of the Boys and Girls High School dress code. Healthy Snacks and school supplies will be sold to support the nutritional and academic needs of the students.

It will lead to early interventions before students disconnect from school. The school has to remain at the center of student life, not as a satellite. Students who have problems with attendance or lateness will receive a series of wake-up calls encouraging them to get to school on time. Attendance is taken during the first period. Students who have not reported to school in time for the first attendance will receive a phone call encouraging them to get to school as soon as possible. The program has resulted in an increase in student attendance.

Student leadership will continue to work with the administration and the staff to improve the branding of Boys and Girls High School.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The school will continue to nurture a school culture where students feel safe, supported, and challenged by their teachers and peers. This will be supported by regular review of data and collaborative efforts to track progress for all students, including at-risk students.

As a result of an improved school culture the impact on student achievement will be:

- By June 2016, student attendance will be at least 81.5%.
 - By June 2016, staff will establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level (QR 3.4c Proficient)
- By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%.

Part 4 – 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). ● Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>Saturday Academy will support student academic performance during important transitions. The academy will offer particular support to students who are entering with greater needs as well as students who are moving toward graduation. The academy will address academic and social-emotional needs.</p>	<p>9th Graders and 12th Graders on track to graduate.</p>	<p>Ongoing - beginning in September 2015.</p>	<p>Teachers and guidance counselors</p>
<p>9th Grade Summer Bridge Academy will allow students to transition from middle school to high school by engaging them in core coursework before the school year begins.</p>	<p>Incoming 9th Graders</p>	<p>6 weeks in July-August 2015 and 2016.</p>	<p>Grade nine teachers</p>
<p>Student voice in decision making will be fostered through the following structures:</p> <ol style="list-style-type: none"> 1. Participation of student government in school decisions. 2. Student training and participation in Restorative Justice Practices. <p>Student training and participation in Peer Mediation.</p>	<p>All students</p>	<p>Ongoing - beginning in September 2015</p>	<p>School</p>
<p>The lead Community Based Organization, Good Shepherd, will provide intensive individualized support for at-risk students, including but not limited to</p>	<p>Students who are academic at risk</p>	<p>Ongoing</p>	<p>CBO in coordination with school leaders, counselors and school based attendance team</p>

Advocate counseling, social emotional counseling, academic tutoring, and attendance outreach.			
---	--	--	--

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Skedula training
- PPT and SBST
- Peer Mediation training
- Good Shepherd Partnership
- Lutheran Medical Center
- Partnership with Medgar Evers College for pipeline development
- School store space
- SAT team
- Attendance Team
- Data team
- PD committee
- COSA position

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

- By February 2016, student attendance will be at least 81.5%.
- By February 2016, based on an internal assessment conducted by representatives of the renewal committee, staff will establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level (QR 3.4c Proficient)
- By February 2016, the percentage of year 2 students successfully completing at least one regents exam and earning a minimum of 18 credits will be at least 45%.
- By February 2016, the percentage of year 3 students successfully completing at least two regents exams and earning a minimum of 24 credits will be at least 45%.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>4.2 According to the DTSDE report, lesson plans and instructional practices are not adjusted based on data. Many teachers do not consistently differentiate instruction for subgroups of students. Based on the 2015 Quality Review some teachers choose to work alone rather than collaborate on teams to analyze student data and track their progress. Based on the AIR report, teachers have regular opportunities to meet and engage in common planning and professional development with fellow teachers. Reports regarding the extent of collaboration outside of common planning time and the level of camaraderie is mixed. IIT states, teacher should use common planning time to ensure lesson are CCLS aligned.</p> <p>According to the 2015 Quality Review report, the 9th grade inquiry team has identified a group of students and is focusing on identifying gaps in order to develop strategies to improve writing skills and make curricular and instructional decisions to close those gaps. The students were identified based on specific criteria, including having good attendance, but not meeting the school’s standards for achievement. These practices are in the early stages but are a model for school-wide inquiry.</p>		
<p>4.3 According to DTSDE report, while teachers have begun to align curricula to the CCLS, the classrooms do not uniformly provide students with a variety of ways to engage in learning. In many classes students using worksheets to answer questions. Without instructional strategies that provide multiple points of entry and promote deep understanding and student engagement, the school is limited in its ability to increase student achievement.</p>		

4.4 According to the DTSDE report, there were no school-wide expectations for student behavior. Teachers did not consistently create classroom environments where instruction was tailored to meet student strengths and needs or provide instruction that was responsive to varied student experiences. In addition, instruction did not incorporate the use of higher-order questioning techniques to stimulate student thinking or promote student engagement. Teachers struggling with using higher-order questioning, thus missing opportunities for student engagement and inquiry. The lack of student engagement and inquiry provided opportunities for inappropriate student behaviors that in many cases went unaddressed. Some teachers allowed students to disrupt lessons without re-direction or explicit positive behavior instruction. Although a few teachers were seen attempting to use positive behavior strategies to bring order to the learning environment, their efforts were unsuccessful in many cases. As long as disruptive student behaviors are not addressed and instruction is not tailored to meet student needs or stimulate student thinking, the school is limited in its ability to provide an environment conducive to learning and student engagement.

4.5 According to the DTSDE report, school leaders and some teachers are beginning to use data to monitor the progress of students, and to identify needs. There is little evidence that teachers are consistently using data from formative and summative assessment to adjust curriculum and inform instruction. Feedback given to students did not always provide the guidance needed to improve their work or deepen their understanding. The absence of a systemic approach to use data to inform instruction, adjust student grouping, and provide appropriate and meaningful feedback to students hinders high levels of student engagement and achievement.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

The staff of BGHS will organize and operate with a shared sense of purpose, positivity and professionalism focused on creating a supportive and nurturing environment where all individuals are trusted, respected and expected to contribute actively in every aspect of the functioning of the school. Boys and Girls High School is a learning organization for all adults and students in the building. For adults, this learning is done collaboratively in the spirit of building the leadership capacity, high achievement and personal development of all. Working deliberately as a collaborative community will best allow BGHS to meet the manifold needs of all BGHS students.

Shared leadership and decision making is a primary component of BGHS’s collaborative culture. BGHS will epitomize a truly innovative model of positive collaboration, expanded opportunities for success and functioning professional relationships with it’s partnership with Medgar Evers College Preparatory School. This shared model is unlike any other in the city and will support the growth of teachers at both sites.

Boys and Girls High School and Medgar Evers College Preparatory school will create in-house as well as cross school networks of professionals across titles, grades and subject areas who work jointly to research, design and prepare materials, prepare lesson and unit plans, review and reflect on those plans and instructional practices, examine student work and share problems and solutions. In this context, educators will deepen content knowledge, enhance pedagogical practices, develop knowledge of their craft and a sense of efficacy and connection to fellow educators, parents, community members and above all students. By committing itself to engaging as community where all have voice in decision-making, progress will be measured by surveys/assessments, progress from professional learning opportunities, student credit accumulation, student project and portfolios, graduation rates and participation in extracurricular activities.

The underlying principle guiding the pedagogical practices of the school will be a commonly understood definition of rigor aligned to the Common Core Learning Standards. The use of curricula aligned to the CCLS will support students in developing the skills needed for college and career readiness. Each class from the first unit of study will be constructed with this in mind and include well designed tasks using specific writing strategies. In the 9th grade students will be exposed to strategies that target sentence level mastery and progress to strong paragraph writing through the Writing is Thinking strategies. The unit plans and the lesson plans that guide daily studies will reflect this academic path. Each unit will be designed with the end in mind and reflect the principles of Universal Design for Learning. To this end, all faculty and staff will develop a school-wide, normed understanding of the CCLS and collaborate to design and implement curricula that encompasses the CCLS shifts. Collaboratively designed curricula will also include multiple entry points for all students.

Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and close the achievement gap. School faculty and staff will collaboratively assess benchmark class and school wide assessments during strategic inquiry. That data will be utilized to monitor student progress will also inform methods of differentiation and scaffolding of curricula.

The use of staff time will be programmed such that teams have substantial and regular meetings at least twice a week in their department teams and once a week in grade teams that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals while focusing teacher time on instructional work and classroom management. This will result in improved instruction that engages all students in challenging academic tasks. Teacher teams and staff will establish a culture for learning that systematically communicates a unified set of high expectations for all students and provides clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for college and career readiness.

In order to build this deep level of collaboration among all staff members at BGHS, structures will be created that develop collective responsibility in creating the conditions that ensure student outcomes, that embed time for collaborative work and professional learning that push quality teaching and learn and a continuous cycle of innovation and improvement. The Boys and Girls High School, along with Medgar Evers College Preparatory School will structure efforts at collaboration around a conceptual framework of collective responsibility, structured time and innovation around quality teaching and learning.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Teachers will collaboratively plan and implement coherent, common core aligned lessons and units with appropriate multiple entry points in all subjects based on analysis of student work and data.

As a result of successful teacher collaboration the impact on teacher practice will be:

- By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 1e (Designing Coherent Instruction).
- By June 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers (QR 4.2a rating of Proficient).

- By June 2016, curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged (QR 1.1c rating of proficient).

As a result of successful teacher collaboration and improvement in teacher practice the impact on student achievement will be:

- By June 2016, every student will successfully complete a minimum of two interdisciplinary common core aligned tasks.
- By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%
- By June 2016, the school’s college and career preparatory course index will meet or exceed 16%
- By June 2016, the four-year graduation rate will meet or exceed 52.3%.

Part 4 – 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 teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
<u>Structured Time</u> 1. Eighty (80) Minutes of Professional Development every Monday <ul style="list-style-type: none"> ● The Professional Learning committee will determine professional learning topics based on needs found in 2014-2015 AIR report, and decide how and by whom they will be delivered and assess and revise future professional learning initiatives on Monday. Members will inform a school wide arc of learning that extends through all structured time. The schedule and topics of professional learning Monday’s will be posted on the school’s bulletin board. ● Structures might include lesson study, workshops, fishbowls, book groups, traditional staff-led PD. 	Teachers	Sept-June	AP’s, Principal

● Professional learning opportunities will focus on learning opportunities to norm an understanding of the Common Core, implementing Common Core aligned curricula to students with learning gaps, time and classroom management, how the schools ensures student progress and that student needs are being met (e.g. by looking at student work, customizing instruction, creating and analyzing assessments, particular instructional strategy connected to culturally responsive and socially relevant pedagogical practices, analyzing data, vertical and horizontal curriculum alignment.

● Individuals and/or groups of educators may present, share and/or engage in action-oriented research.

● Members will share best practices of pedagogical approaches, student centered activities, student inquiry, literacy and numeracy strategies, writing across the curriculum, course alignment, and/or other novel learning approaches.

2. Forty (40) Minutes of Parent Engagement every Tuesday

The BGHS admin with UFT members will recommend collective and individual actions that will be taken during this time to engage with parents. Presentations of student work and research, community gatherings and dinners, student-led conferences, seminars (e.g. college application and financial aid process, job search seminars).

● Other activities to be planned and implemented during Parent Engagement time will include but not be limited to: effective communication strategies, navigating the college admission and financial aid application process, career exploration and training, volunteering, activities for learning at home, decision making, work-based learning initiatives, School Leadership Team training et al.

3. Thirty Five (35) Minutes of Other Professional Work every Tuesday

● Respective committees will meet during this time if needed.

● Teacher teams will work on cycle of instruction, planning, collecting data, customizing instruction, look at student work (inquiry cycles).

● Educators will meet in Professional Learning Communities and teaching teams listed below if professional activity time during the school day is utilized for informal intervisitation, informal study groups and/or learning walks et al.

● New educator mentoring will be conducted during this time.

4. Circular 6 / Professional Activities.

● Three (3) times a week, educators will meet in department, special education (e.g. PPT/SBST) and cultural/social/emotional teams.

● Twice (2) a week educators will have individual planning and preparation time during the daily professional activity time to prepare for teacher teams and enact initiatives determined in teacher team meetings.

● New educators and their mentors will meet at least twice a month at this time.

5. Professional Learning Opportunities Beyond the School Day

● Outside professional opportunities and group or school-wide field trips.

● Yearly on site retreat to revisit School Renewal Plan.

● Groups of educators will conduct tours and learning visits of other schools to research and adopt best practices of other schools that contributes to the instructional program. Substitute teachers will cover classes during this time.

● All teachers will be trained in their respective AP courses.

6. One Week Summer Bridge Academy

● Staff will review, revise and adopt BGHS School's Mission and Vision.

● Staff will begin formulating the BGHS Faculty and Student Handbooks.

● Review the School Renewal Plan and it's varying components.

<ul style="list-style-type: none"> ● Professional development around lesson planning, instructional objectives. ● Staff will self-select into respective committees at BGHS. ● Staff will determine extracurricular activity and club options. ● Professional Learning will be offered on effective communication, shared decision making, working in teaching teams, and culturally relevant pedagogical practices. 			
<p>Teams will be convened in the following structures:</p> <ul style="list-style-type: none"> ● Department teams meetings (vertical alignment) ● Grade level inquiry teams (horizontal alignment). 9th and 10th grade teams will engage in WITsi strategic inquiry for a minimum of 80 minutes and collaboratively analyze teacher tasks and student work. However, 90 minutes per week is ideal for this work. <p>Teachers will be programmed to have common planning time with their co-teachers during the day.</p>	All Teachers	Sept-June	AP, Instructional Leads
	All teachers	Sept-June	School Programmer
<p>Department teaching teams will plan lessons, units, student-centered activities et al. Department teams will also conduct inquiry cycles of student work. Members of the BGHS Professional Learning Committee will create a form that will guide inquiry cycles (e.g. looking at student work, assessing student needs, customizing pedagogical approaches and activities, assessing student growth). These teams will also engage in recurring cycles of collective inquiry and action research to address student learning needs to impact learning outcomes.</p> <ul style="list-style-type: none"> ● Interdisciplinary teaching teams will develop and refine student protocols (e.g. WITSI), project and performance based learning activities, socratic seminars, student research projects, school wide student work projects et al. ● Intervisitation. Members of the BGHS community will conduct regular informal classroom intervisitation and learning walks. ● New educator mentoring. Staff members with 1-2 years experience will meet with an assigned mentor weekly during their professional activity period (when not meeting in teams) or during other professional work time on Tuesdays. Mentors and mentees will review curriculum, classroom policies and procedures, 	All teachers	Sept- June	Teachers, AP, Principal

<p>pedagogical and classroom management challenges and best practices et al.</p> <ul style="list-style-type: none"> ● Work to ensure initiatives and communication between BGHS staff and CBO staff/community educators will be conducted during Parent Engagement time on Tuesdays. ● Integration of technology tools like Google Drive to facilitate conversation, sharing of materials, etc. <p>In instituting structures to ensure positive and regular collaboration, the BGHS will refer to the following data to gauge efficacy and make necessary modifications: attendance, anecdotes, survey results, student participation in after-school clubs and activities, student credit accumulation, classroom observations, 'check-ins' and 'exit slips' retrieved during advisory periods, reports from Parent Engagement time and communication from cooperating CBO staff.</p>			
<p>Model Classrooms</p> <p>Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p> <ul style="list-style-type: none"> ● Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee. (\$7,500 additional compensation; full teaching program) ● Peer Collaborative Teachers support their colleagues through coaching and intervisitations to improve instructional and student learning aligned to the Danielson <u>Framework for Teaching</u> and the teachers in this position will also be responsible for serving on the professional development committee. (\$12,500 additional compensation; a minimum of one period of release time for teacher leader responsibilities.) 	<p>All teachers including but not limited to Model and Peer Collaborative teachers</p>	<p>Sept-June</p>	<p>Principal, APs, SRI coaches and DSR</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> ● Programmer ● Professional Development committee ● WITsi PDs and coverages for teachers ● Assistant Principals <ul style="list-style-type: none"> ● Department leads 											
Part 5b. 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. 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.
<p>Will be:</p> <ul style="list-style-type: none"> ● By February 2016, the majority of teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers (QR 4.2a rating of Proficient). ● By February 2016, every student will engage in a minimum of two common core aligned tasks in each subject. <p>By February 2016, every student will successfully complete a minimum of one interdisciplinary common core aligned tasks.</p>
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>2.2 According to the DTSDE report, the school has an articulated vision, developed by school stakeholders, and identified school priorities; however, the school has yet to fully align its practices to its desired goals. The vision and school priorities are posted throughout the school. School leaders, parents, and teachers all referenced specific and measureable goals for improvement of attendance and graduation rate aligned to the school vision. While some goals were measureable, other goals, such as "improve Regents passing rate," were vague. In addition, at the time of the DTSDE, the school lacked clear strategies to achieve the goals as well as strategies to monitor efforts and progress toward the desired outcomes. While the goals and vision have been embraced by the school community, there is a disconnect between the desired outcomes identified in the goals and the practices within the school. For example, while the school has identified increasing the graduation rate and Regents passing scores as goals, the IIT found that some classrooms were not taught by teachers certified in the subject they were teaching. Students in classrooms visited by the IIT and by Quality Reviewers were not engaged, and lessons were not differentiated based on student needs or interests. Furthermore, the instructional feedback provided to teachers from school leaders that the IIT reviewed did not provide the guidance needed to improve practices. Without clearly developed plans to achieve the desired goals and provide instructional leadership necessary to improve learning opportunities, the school will be limited in its ability to improve the quality of instruction and reach its goals. According to the AIRS report, the new school leader has been far more focused and visible in communicating, as well as providing the necessary support, for the instructional goals for the school. Support and communication from Assistant Principals has been more variable.</p>		

2.3 According to the DTSDE report the school has received a rating of Developing for this Statement of Practice: Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission critical goals. The school leaders reported that the school collects, analyzes, and uses multiple sources of data to improve school-wide practices. School leaders provide data to teachers with the expectation that they use the data to improve instruction. The school has many computer-based programs to support the collection and analysis of this information. The school has participated in the Talent Management Pilot based on the Danielson Framework. As part of this, teachers are encouraged to share best practices through inter-visitations. While the teachers have had opportunities to receive professional development, student engagement varied in the classrooms visited by the IIT, and teachers neither consistently differentiated their instruction nor utilized the instructional shifts required by the Common Core Learning Standards (CCLS). In addition, the feedback provided to teachers from school leaders did not consistently identify the next steps needed for improvement. While school leaders have identified opportunities to collect and analyze data on student outcomes, the school leaders are still developing in their ability to monitor instructional practices in a manner that will increase student achievement. In addition, the assessment data provided to teachers has not led to strategic action planning by teachers. As long as the school is not fully monitoring practices and using data to inform planning, the school will be limited in its ability to provide the supports needed to improve achievement.

2.4 According to the DTSDE report The school has received a rating of Developing for this Statement of Practice: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. While the school leader has established some new programs and structures, the effectiveness of these initiatives is not being measured, and it is unclear how the human resources in the school are being developed to maximize student achievement. The school schedule was redesigned to allow teachers to have collaborative meeting time daily, and as part of these meetings, teachers are expected to receive professional development (PD) once a week, typically on Mondays. While the school presented a PD plan during the review, it was not clear on the plan or in discussions with the school leaders how the PD on Mondays was planned, organized or monitored. In addition, since most classrooms visited by the IIT were teacher-directed and had low levels of student engagement, the effectiveness of PD at the school was not apparent. The school has made efforts to support the social and emotional developmental health of the students, through actions such as establishing the Children Are Reason Enough (CARE) center and allowing guidance counselors to work with the same students from grades 10 to 12. ast hiring practices are not directly linked to student needs. The school reported that 20 percent of the 79 school positions requiring certification are staffed by individuals who do not possess valid certification or are teaching out of their certification area. In one instance, nearly every day from October 2012 to the time of the review seven months later, a different substitute teacher filled a special education teacher support services (SETSS) vacancy. However, it was unclear how the school leader was monitoring the effectiveness of his strategy to have teachers he was familiar with provide instruction out of their certification area. Furthermore, the instructional feedback from school leaders to teachers reviewed by the IIT did not provide the guidance necessary to improve practices, particularly for teachers who are teaching outside of their certification area. While the school has eight assistant principals for 1,133 students, it was unclear how the school leader was using his assistant principals effectively to improve instruction in the areas each assistant principal supervised and for which they may not be certified. The IIT also found that the school leader's performance observations of assistant principals did not provide consistent levels of feedback and next steps for improvement. In addition, the IIT found that the allocation of resources has not resulted in improved student outcomes, including specific initiatives designed to improve achievement. For example, the school offered extended day tutoring to approximately 200 students to prepare them for the Global History Regents examination; however, a review of January 2013 Regents data indicated that only 22 of the 182 students who took the Global History exam passed the exam. Without a deliberate plan to monitor the effectiveness of initiatives and decisions, the school is limited in its ability to understand how these efforts are contributing to improved student outcomes.

2.5 According to the DTSDE report, the school has received a rating of Developing for this Statement of Practice: School leaders conducted formal and informal observations; however, the observations were not followed with relevant written feedback, opportunities for targeted professional development (PD), or teacher improvement plans. As indicated in school leadership interviews and a review of documents, the responsibility of conducting teacher observations was primarily assigned to the assistant principals. While teachers and school leaders acknowledged that

formal and informal observations occur throughout the year, the IIT noted that the written feedback to teachers did not connect consistently with the observation narrative or provide next steps for improvement. The lack of a comprehensive and coordinated system to evaluate and improve instruction through specific, actionable instructional feedback limits staff and leadership accountability for continuous improvement.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Feedback will be aligned to and inform the instructional focus and professional development planning of the school. School leaders will norm practices through co-observations and reviewing each other’s observation reports.

School leaders will organize the school for success. Organizational decisions will be informed by student needs so that teachers have regular opportunities to collaborate, and that time will be structured and understood by the whole school community as taking priority over the immediacy of unforeseen circumstances. Students with IEPs will receive the appropriate services, and students have access to programs and rigorous courses aligned to their needs and interests. Systems will be implemented to evaluate and adjust the use of organizational resources and the quality of teacher team work. The principal will be at the forefront of the school as visionary, instructional leader, and manager. The principal will continue the visibility and focused messaging noted in the AIR report. School leaders will articulate a culture of high expectations and an instructional that is based on needs and actionable. The principal will also ensure that the instructional cabinet and the work of the CBO are seamlessly aligned with the vision, culture of high expectations and instructional focus so that all stakeholders, including students and families, fully understand the vision of the school and have a voice in its ongoing development.

School leaders will ensure that students have the supports to meet the culture of high expectations and be college and career ready. Guidance counselors and the Community Based Organization will provide proactive, personalized support for student social emotional needs. Teacher, in teams and individually, will have the time, skills and direction to identify student skill gaps so that they can access more rigorous curriculum.

The principal will coordinate collaborative efforts between Medgar Evers Preparatory Academy and Boys and Girls High School, including, but not limited to, the sharing of Assistant Principals and other personnel resources, teacher inter-visitations, and combined Advanced Placement and CTE courses . All instructional supervisors will provide models of good instruction through classroom instruction and professional development. Over the next two years, the increased collaboration between the two schools will lay the groundwork for a closer working relationship.

School leaders will support the improvement of teacher practice through structured collaborative inquiry, teacher inter-visitations, cycles of frequent observations followed up with timely feedback that is accurate, time bound and measurable.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

School leaders will nurture a collaborative school culture that values professional pride where everyone is a learner, resulting in high academic outcomes for all students. This will be evidenced by:

- Through the 2015-2016 school year, every teacher will receive written formative or evaluative feedback within 72 hours of class observations that is relevant and includes next steps, as evidenced by Advance data and other documentation of feedback.
- By June 2016, at least 90% of classes will be taught by teacher appropriately licensed in the subject area.

As a result of successful school leadership the impact on teacher practice will be:

- By June 2016, 80% of teachers will earn a rating of Effective or higher on Danielson 4e (Growing and Developing Professionally)
- By June 2016, the majority of teachers will consistently align assessment to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels (rating of Proficient on QR 2.2)

As a result of successful school leadership and improvement in teacher practice the impact on student achievement will be:

- By June 2016, the four-year college readiness index for the school will meet or exceed 8.4%
- By June 2016, the school's college and career preparatory course index will meet or exceed 16%
- By June 2016, the four-year graduation rate will meet or exceed 52.3%

Part 4 – 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 parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
School leaders will conduct frequent observations and provide timely, actionable, and accurate feedback.	Teachers	Majority of School Year	Principal and Assistant Principals

Instructional supervisors will teach a minimum of 1 class per day in order to model pedagogical best practices, student engagement, usage of on-going curricula aligned assessment and grading practices, and analyzing information on student learning outcomes.	Teachers	School Year	Principal and Assistant Principals
The Principal and cabinet, with the support of the School Renewal Initiative team, will conduct weekly inquiry rounds using a deconstructed Danielson framework and a focus group of teachers. The focus of this meeting will be on how to move teacher practice and products. At this meeting a group of representative teachers will be chosen as the lens through which the inquiry team studies movement, surfaces patterns and trends and decides what additional supports are needed. We would review feedback given to teachers by Principal, AP's, coaches as well as perform learning walks and utilize protocols to study teacher development. 1x/month these meetings will include the UFT representative serving on the Professional Development committee. At this meeting the work of the cabinet will be reviewed and matched to the professional development plan developed prior to the beginning of the school year. Implications for PD will be discussed and the work of the cabinet will inform future and ongoing PD.	Teachers and cabinet	Majority of School Year	Principal, APs, and School Renewal Initiative team UFT Representative serving on the PD committee will attend 1x/month
The administration will meet at least once per semester with parents and guardians based on student grade level to go over student expectations, student progress, student transcripts, and ways to support the students.	Parents of underachieving students	Once per term	Principal and APs

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Professional Development for Administration Collaboration between Medgar Evers College Preparatory School 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.
<ul style="list-style-type: none"> By February 2016, at least 80% of teachers will have received a rating on Danielson 4e (Growing and Developing Professionally) By February 2016, at least 80% of teachers will have received observation feedback within 72 hours being observed by a supervisor.

- By February 2016, at least 90% of classes will be taught by teacher appropriately licensed in the subject area.
- By February 2016, at least 80% of students will have engaged in a minimum of two common core aligned tasks in each subject.
- By February 2016, the instructional cabinet and School Renewal team will be engaged in a weekly inquiry cycle.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	I
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>Strengths:</p> <p>6.2 According to the DTSDE report, parents and school leaders shared that there is a Parent Teacher Care Partner Association (PTCA). Parents interviewed shared that there is a volunteer policy and that there are opportunities to volunteer at the school, in addition to parent workshops, which are offered through the Adelaide Sanford Academy. Parents that were interviewed during the IIT review agreed that they have developed respectful relationships with the school staff, and the parents stated that they volunteer at the school various times during the year. The parents interviewed by the IIT shared that the principal provides his cell phone to families, and that they can easily get in touch with him when needed, even on weekends. By providing a welcoming environment, the school has helped developed a relationship with parents that encourages parents to engage with the school, which helps the school develop the home-school partnerships that can increase student achievement.</p> <p>6.4 According to the DTSDE report, the school has received a rating of Effective for the Statement of Practice: The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. The school shares information with families about the various CBOs that collaborate with the school or provide services in support of student success. In addition, the Adelaide Sanford Institute offers workshops for parents on the Regents Exams, understanding data, and the CCLS. During interviews, school staff reported that they have received PD on how to seek</p>		

partnerships with families. The training provided to staff and families to further develop home-school partnerships better enables the school to utilize parents as a contributor to their child's academic success.

6.5 According to the DTSDE report, the school provides opportunities for families to learn, understand, and use academic data. The review team noted during interviews with the student support staff and teachers that parents attend workshops on topics such as understanding progress data, Regents data, and the Pupil Path student management system. Parents interviewed shared that they have access to academic data online through the Pupil Path and through Skedula, a web-based communication system that allows students and parents to monitor student progress online. In addition, parents shared that they are able to send comments to teachers through the online system. By providing families with multiple opportunities to understand student data, the school helps further parents' ability to follow student progress and provide supports at home.

Areas for Improvement:

6.3 According to the DTSDE report, the school and the school leader make efforts to communicate regularly with families; however, the impact of these communications is limited since some are not delivered in languages spoken by non-English-speaking families. School staff reported that the school community speaks several languages, such as Spanish, Italian, Dutch, Haitian Creole, Arabic, French, and various African dialectics. However, the school leader reported that the school has made no translation requests to the central office. School leaders, teachers, and parents reported that verbal, written, and web-based communications are not available in the languages best understood by many parents. The IIT noted, during a document review, that the information sent to families about CBOs was not translated into other languages. Parents reported that school leaders don't go out of their way to translate materials for non-English speaking families. The school leader reported that he uses weekly telephone broadcasts to communicate information to parents about school events and academic, social and emotional developmental health information. These messages, however, are provided only in English. School staff reported that they rely on bilingual friends and family members of non-English speaking parents to translate during school meetings. Students and parents reported that the web-based student management system for monitoring progress does not accommodate translation into all the languages spoken by families. Because some parents do not have access to their children's academic progress and other school information in a language the parents understand, their ability to identify their children's strengths and needs and augment learning is impeded.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

School leaders and staff will communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.

Families will be welcomed into the school community by providing various parent workshops. Parents of incoming freshman will be invited to orientation prior to the opening of school while all parents will be invited to various

workshops focusing on adult education, parent involvement, and encouraging school, community, and family ties. Parents will receive training on how to communicate with the school using Skedula.

CBOs will partner with the school and families to support student success by providing supportive academic, emotional, social and health services. Good Shepherd will work under the supervision AP of Pupil Services in a supportive role to the attendance teacher(s). Good Shepherd will assist with attendance outreach and home visits. Good Shepherd will provide advocate counseling to support the guidance counselors with lateness or attendance, provide extra support for students who are in need. These advocate counselors will report to the AP of Pupil Services. Advocate counselors, will work collaboratively with guidance counselors by supporting their work, not supplanting it. Good Shepherd will also provide after school tutoring services under supervision of subject area APs and content teachers and will work with parents to make referrals for outside social services that may be needed. Good Shepherd provides social work services to students in the building. Lutheran Hospital currently operates a clinic providing medical, behavioral, vision and dental care to students in the building. Efforts will be made to increase the number of students using the clinic.

Staff members will be encouraged to increase communication with parents. This communication will focus on student progress, and to promote trainings. A dedicated staff member will be assigned with the main responsibility of coordinating parent communications.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The school will nurture a welcoming environment for the local community to enrich the school. This will be done by:

- Develop a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages.
- Ensure families can establish reciprocal communication with teachers and other staff members about children's academic, social, and emotional developmental health progress and how to best support student achievement.

Evidence of Success

- By June 2016, student attendance will be at least 81.5%.
- By June 2016, school leaders and staff will consistently communicate high expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations via grade meetings held with parents at least once per semester.(QR 3.4b Proficient). By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%.

Part 4 – 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>Parent workshops/classes will include health, ceramics, and fitness classes. These will be scheduled and created in collaboration with the PTA.</p>	<p>Parents</p>	<p>Throughout the School Year</p>	<p>Teachers will teach courses selected by PTA</p>
<p>The school will have a grand opening ceremony of the new school library and the library museum which will contain artifacts from the school's history and linking it to the important role the school has played in the community over the years.</p> <p>The administration will meet at least once per semester with parents and guardians based on student grade level to go over student expectations, student progress, student transcripts, and ways to support the students.</p>	<p>Entire School Community</p> <p>Parents of underachieving students</p>	<p>Fall Term</p> <p>Once per term</p>	<p>Librarian</p> <p>Principal and APs</p>
<p>Teachers will engage in early intervention in cases of students who are in danger of failing courses. They will contact guidance counselors for support and will speak with parents, alerting them to their child's status and specific actions that must be taken in order for the student to successfully pass the course.</p> <p>Teachers will use Skedula to communicate with students and families about student performance. Grades, assignments, and messages may be shared using the software program.</p>	<p>Students in danger of failing</p> <p>Students and Parents</p>	<p>Once per Marking Period</p> <p>Weekly</p>	<p>Guidance Counselors and Teachers</p> <p>Teachers</p>
<p>Parent Engagement will be used to meet with parents and complete parent outreach, especially for students in danger of failing.</p> <p>A special workshop on how to navigate the high school process will be offered to parents. This workshop will also provide training on how parents can use Skedula to communicate with the school and</p>	<p>Parent</p> <p>Parents especially 9th grade parents</p> <p>Parents</p>	<p>Tuesdays, All School Year</p> <p>Summer and once per term</p> <p>Daily</p>	<p>Teachers</p> <p>Guidance Counselors and Teachers</p> <p>Attendance teacher, classroom teachers and CBO</p>

to stay informed about their children’s academic progress.

The attendance teacher will work with the Good Shepherd CBO and will collaborate with teachers in order to improve daily student attendance.

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Community School Staff
- Staff development time
- Dedicated time for parent outreach
- Good Shepherd
- Lutheran Medical Hospital

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

- By February 2016, student attendance will be at least 81.5%.
- By February 2016, based on an internal assessment conducted by representatives of the renewal committee, staff will establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level (QR 3.4c Proficient)
- By February 2016, the percentage of year 2 students successfully completing at least one regents exam and earning a minimum of 18 credits will be at least 45%.
- By February 2016, the percentage of year 3 students successfully completing at least two regents exams and earning a minimum of 24 credits will be at least 45%.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

- | |
|--|
| <ul style="list-style-type: none"> ● By June 2016, the four-year college readiness index for the school will meet or exceed 8.4% ● By June 2016, the school’s college and career preparatory course index will meet or exceed 16% ● By June 2016, the four-year graduation rate will meet or exceed 52.3%. ● By June 2016, student attendance will be at least 81.5%. ● By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%. |
|--|

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
--

<p>Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?</p> <ul style="list-style-type: none"> ● Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. ● Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. ● What new content areas and opportunities will be offered to students? ● Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. ● Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. ● How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? ● How will outreach be made to families?
--

Incoming 9th graders will attend a 6-week Summer Bridge Academy to facilitate the transition to high school. During this program, students will be introduced the school's culture will be developed while they take high school courses in Math, Science, and Social Studies for credit. This institute will be taught by BGHS teachers. Under-credited incoming 10th, 11th and 12th will also attend a 6-week Summer Bridge Academy to increase the likelihood of graduation. This institute will be taught by BGHS teachers.

Extended learning time will be incorporated into the student school day. All students (except for seniors on track for graduation who have exceeded all necessary credits) will attend school in a 9 period day. This schedule will allow students to take remedial, Advanced Placement, Career and Technical exploration, fine and performing arts, and language courses throughout the school day. The day is only extended for students and willing staff members. Other staff will work on a staggered schedule.

After school tutoring is also available for students to enhance their skills outside of the classroom. After 9th period tutoring will be available to all students in all Regents subject areas. This tutoring will be provided by BGHS teachers. PSAL teams will continue to provide a diverse and comprehensive athletics program based at Boys and Girls High School. The building houses two weight rooms, a dance room, and a new athletic field. The field is shared by Boys and Girls, Research and Service, Mandela, and Eagle Academy.

Saturday Academy will occur throughout the year for 10-12 graders. Saturday Academy will be for Credit Recovery and will be taught by BGHS teachers.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Extended learning time will be incorporated into the school day.

APO of supervision for each department and the principal will implement and oversee the program. Good Shepherd services will partner to provide attendance outreach, tutoring, and advocate counseling.

ELT program will be monitored by through reviewing overall student performance at the end of each marking period. Funding is needed to support for per session to support extended instructional duties.

Part 4b. Timeline for implementation and completion, including start and end dates.

Sept 2015- June 2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The school is funded by a School Improvement Grant (SIG). The ELT program will be offered to all students at the school with the goal of serving a minimum of fifty percent of students.

The school is funded by a School Innovation Fund (SIF) grant. The ELT program will be offered to all students identified for Academic Intervention Services (AIS) with a goal of serving a minimum of fifty percent of those students.

The school is not funded by SIG. The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

- By February 2016, the four-year college readiness index for the school will meet or exceed 8.4%
- By February 2016, the school’s college and career preparatory course index will meet or exceed 16%
- By February 2016, the four-year graduation rate will meet or exceed 52.3%.
- By February 2016, student attendance will be at least 81.5%.
- By February 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- By June 2016, student attendance will be at least 81.5%.
- By June 2016, the percentage of year 2 and 3 students making progress to graduation will be at least 45.6%.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The entire student population will be targeted to be part of the Community School program. As such, the school will partner with community-based organizations that will support the social, emotional, physical and academic needs of the students. The students will be able to access services from Good Shepherd. Good Shepherd will provide after-school tutoring for students and will have advocate counselors available for students who need additional counseling services. In addition, Lutheran Medical will provide medical, dental, vision and mental health services for students in their on-site clinic.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

BGHS will be a Community School where for the 2015-2016 school year, the community-based organization that will partner with the school will be Good Shepherd. They will provide academic tutoring and advocate counseling for the students at the school. In addition, Lutheran Medical will operate an on-site clinic that will provide medical, dental, vision and mental health services. This approach will create an environment where students will receive excellent academic instruction and academic support and will have access to social services or referrals to high-quality social services.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

4. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
5. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
6. Explain how you will evaluate the program to assess impact on student achievement.

3a. The principal will work with Good Shepherd to implement the Community School program. The principal will oversee the program, assisted by various APs.

4. The principal will oversee the program. Good Shepherd will provide staff for after school tutoring and advocate counseling.

5. Good Shepherd will provide tutoring services and advocate counseling. Lutheran Medical operates a clinic on-site to provide medical, dental, vision and mental health services.

6. The principal will review attendance data and academic progress data regularly.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Students will have a 1-9 school schedule which will provide additional academic opportunities. There will be an intensive summer bridge academy for incoming 9th grade students during the summer of 2015.

Part 3c. Timeline for implementation and completion, including start and end dates.

Beginning in September of 2015, Good Shepherd will provide tutoring and advocate counseling for students after school, before school and on Saturdays. This will be ongoing throughout the school year.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELL students, students who have previously failed an ELA course or are in danger of failing based on marking period grades	individualized, targeted assistance	one-to-one tutoring and/or small group instruction	before and after school and Saturdays
Mathematics	Students who have previously failed a math course or who are in danger of failing based on most recent marking period grades	individualized, targeted assistance	one-to-one tutoring and/or small group instruction	before and after school and Saturdays
Science	Students who have previously failed a science course or are in danger of failing	individualized, targeted assistance	one-to-one tutoring and/or small group instruction	before and after school and Saturdays
Social Studies	Students who have previously failed a social studies course or who are in danger of failing	individualized, targeted assistance	one-to-one tutoring and/or small group instruction	before and after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have attendance/lateness problems, students who are off track or who are in danger of failing based on the most recent marking period grades	intervention techniques and parental outreach	one-to-one counseling and/or small group counseling	During school hours the school counselors, social workers and psychologists will provide services. Advocate counselors from Good Shepherd will provide supplemental counseling services after school.

Section 9: Career and Technical Education (CTE) Programs
(Requirement for "Out of Time" Priority High Schools)

Directions: In this section, provide a description of the Career and Technical Education (CTE) program offerings **at schools in Good Standing** that students in this school will have access to during the 2015-16 school year.

The following courses of study in Career and Technical Education will be offered at BGHS next year: Pre-Engineering, Pre-Architecture, Electrical and Welding, Carpentry and Building Trades. All 9th grade students will participate in a CTE exploration course called "Career and Finance." This course will allow students to receive basic instruction in each of the career paths as well as financial literacy strategies.

Members of the Success Via Apprenticeship program and educators with career experience in the courses of study will join the staff to teach the courses.

During the 2015-2016 school year, the school will apply for national and state certification in each of the courses of study.

A CTE Advisory Committee will be established. This committee, composed of volunteers from industry, business, labor, post-secondary education and the non-profit sector, is charged with advising the school leadership, educators, parents and students on the development, implementation, administration and evaluation of the BGHS CTE policies and programs.

The mission of the Advisory Committee is to assist the BGHS community in providing all students relevant and meaningful Career and Technical Education programs for acquiring high-level academic and workforce preparation skills. The work of the Advisory Committee would include:

- Fostering collaborations among industry, business, labor, post-secondary education, and non-profits in order to develop student achievement in CTE courses of study,
- Connecting the school to external resources and information needed to ensure that CTE policies and programs are current and relevant,
- Reviewing and accessing federal, state, and local funding sources to ensure that necessary funding is in place to strengthen the program,
- Coordinating CTE opportunities for students with disabilities, English Language Learners, and other at risk populations,
- Monitoring access while ensuring integration of these courses into the academic courses offered to all students,
- Gathering perspectives from CTE students via a student advisory initiative,
- Informing parents, community leaders, and elected officials about the opportunities and successes at BGHS,
- Providing students with opportunities to listen to and learn from professionals currently working in the industries, and

Connecting BGHS with other schools offering these courses of study.

Section 10: Professional Development Plan
(Requirement for "Out of Time" Priority Schools)

Directions: In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff during the 2015-16 school year. Include any professional development that will occur during the summer months.

It is the vision of the renewal committee that teachers do best when they are given a chance to reflect on their pedagogy, identify their priority needs and drive their own professional learning. This will be done on the professional development committee in collaboration with administration, the UFT and the school renewal initiative.

Shared leadership and decision making is a primary component of BGHS's collaborative culture. BGHS will epitomize a truly innovative model of positive collaboration, expanded opportunities for success and functioning professional relationships with its partnership with Medgar Evers College Preparatory School. This shared model is unlike any other in the city and will support the growth of teachers at both sites.

Boys and Girls High School and Medgar Evers College Preparatory school will create in-house as well as cross school networks of professionals across titles, grades and subject areas who work jointly to research, design and prepare materials, prepare lesson and unit plans, review and reflect on those plans and instructional practices, examine student work and share problems and solutions.

Professional Development to improve alignment of curricula

The school will execute a systematic PD plan that consists of **group learning activities** and **individual coaching**. The Professional Learning Committee (consisting of UFT members, SRI coaches, and School leaders) will provide oversight and support to this ongoing work. In instituting structures to ensure positive and regular collaboration, BGHS will refer to the following data to gauge efficacy and make necessary modifications: attendance, anecdotes, survey results, student participation in after-school clubs and activities, student credit accumulation, classroom observations, 'check-ins' and 'exit slips' retrieved during advisory periods, reports from Parent Engagement time and communication from cooperating CBO staff. Integration of technology tools like Google Drive to facilitate conversation, sharing of materials, etc. Integration of technology tools like Google Drive to facilitate conversation, sharing of materials, etc.

Group Learning Activities:

Teams will be convened in the following structures:

- Grade level inquiry teams (horizontal alignment). 9th and 10th grade teams will engage in WITSI strategic inquiry for a minimum of 80 minutes and collaboratively analyze teacher tasks and student work. However, 90 minutes per week is ideal for this work. Interdisciplinary teaching teams will develop and refine student protocols (e.g. WITSI), project and performance based learning activities, socratic seminars, student research projects, school wide student work projects et al.
- Department team meetings (vertical alignment)
 - Department teaching teams will plan lessons, units, student-centered activities et al. Department teams will also conduct inquiry cycles of student work. Members of the BGHS Professional Learning Committee will create a form that will guide inquiry cycles (e.g. looking at student work, assessing student needs, customizing pedagogical approaches and activities, assessing student growth). These teams will also engage in recurring cycles of collective inquiry and action research to address student learning needs to impact learning outcomes.

Intervisitation-

- Members of the BGHS community will conduct regular informal classroom intervisitation and learning walks.

New educator mentoring-

- Staff members with 1-2 years experience will meet with an assigned mentor weekly during their professional activity period (when not meeting in teams) or during other professional work time on Tuesdays. Mentors and mentees will review curriculum, classroom policies and procedures, pedagogical and classroom management challenges and best practices et al.

Summer Bridge Academy for Students

- In conjunction with the Summer Bridge Academy for Students for incoming 9th grade students there will be a one day training that commences on the first day of summer school. This will include support around developing assessments, reviewing course outline and multiple entry points for the summer. Teachers will be supported by the administration in developing lesson plans that include multiple entry points.

Summer PD (August 31-September 4) -

- Curricula Introduction and Unpacking (developed by school leaders in conjunction with SRI coaches)
 - a. EngageNY, SS, Advisory, CTE, etc. September 8-9 - Engage ELA and Math, WITsi strategies (facilitated by SRI)

Ongoing cycles - Weekly PD, Election Day, etc

- SRI PD for EngageNY and WITsi (multiple ongoing sessions approximately monthly)
- Early in September - A strong classroom culture, Instructional objectives as outlined by Danielson, and Using Hess's Rigor Matrix to design rigorous tasks
- Recurring curricula unpacking and adaptation throughout the year in order to ensure that EngageNY meets the needs of diverse learners
- Recurring opportunities to look at student work (including assessments) and inquiry protocols in the teacher team context throughout the year for the purpose of curricula and/or pedagogical modifications.
- Details of this plan, cycles, etc will be fleshed out where possible - ie WITsi and Curricula EngageNY calendar will be determined by the PD committee during the week of August 31.

Model Classrooms

Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.

- Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee. (Additional compensation; full teaching program)
- Peer Collaborative Teachers support their colleagues through coaching and intervisitations to improve instructional and student learning aligned to the Danielson Framework for Teaching and the teachers in this position will also be responsible for serving on the professional development committee. (Additional compensation; a minimum of one period of release time for teacher leader responsibilities.)

Individual Coaching:

1. School leaders will develop a spreadsheet outlining when they will visit teachers to provide coaching feedback. Minimally each teacher should be seen once per month. School leaders will provide timely, low inference feedback, and strategic support and personalized next steps on the teachers instructional practices using the Danielson Framework for Instruction. Whenever appropriate UFT members will be invited to join in on this process.
2. SRI coaches will visit the school weekly and provide weekly feedback to specific teacher leads that is aligned to the Danielson Framework and provides actionable support and next steps. All members of the learning community will be invited to join in on these classes and debriefs as “fish bowls”
3. The Principal, the Director of School Renewal (DSR), and any members of the learning community that wish to join, will do a weekly “learning walk” of the classrooms and provide a “holistic” school wide report on observed practices and next steps.

Structured Time:

1. Eighty (80) Minutes of Professional Development every Monday
 - The Professional Learning committee will determine professional learning topics based on needs found in 2014-2015 AIR report, and decide how and by whom they will be delivered and assess and revise future professional learning initiatives on Monday. Members will inform a school wide arc of learning that extends through all structured time. The schedule and topics of professional learning Monday’s will be posted on the school’s bulletin board. By August 31, 2015 the yearly Professional Development calendar will be developed. This calendar will outline objectives and outcomes of the weekly Monday and Tuesday professional development periods.
 - Structures might include lesson study, workshops, fishbowls, book groups, traditional staff-led PD.
 - Professional learning opportunities will focus on learning opportunities to norm an understanding of the Common Core, implementing Common COre aligned curricula to students with learning gaps, time and classroom management, how the schools ensures student progress and that student needs are being met (e.g. by looking at student work, customizing instruction, creating and analyzing assessments, particular instructional strategy connected to culturally responsive and socially relevant pedagogical practices, analyzing data, vertical and horizontal curriculum alignment.
 - Individuals and/or groups of educators may present, share and/or engage in action-oriented research.
 - Members will share best practices of pedagogical approaches, student centered activities, student inquiry, literacy and numeracy strategies, writing across the curriculum, course alignment, and/or other novel learning approaches.

2. Forty (40) Minutes of Parent Engagement every Tuesday

The BGHS admin with UFT members will recommend collective and individual actions that will be taken during this time to engage with parents. Presentations of student work and research, community gatherings and dinners, student-led conferences, seminars (e.g. college application and financial aid process, job search seminars).

- Other activities to be planned and implemented during Parent Engagement time will include but not be limited to: effective communication strategies, navigating the college admission and financial aid application process, career exploration and training, volunteering, activities for learning at home, decision making, work-based learning initiatives, School Leadership Team training et al.

3. Thirty Five (35) Minutes of Other Professional Work every Tuesday

- Respective committees will meet during this time if needed.

- Teacher teams will work on cycle of instruction, planning, collecting data, customizing instruction, look at student work (inquiry cycles).
- Educators will meet in Professional Learning Communities and teaching teams listed below if professional activity time during the school day is utilized for informal intervisitation, informal study groups and/or learning walks et al.
- New educator mentoring will be conducted during this time.

4. Circular 6 / Professional Activities.

- Three (3) times a week, educators will meet in department, special education (e.g. PPT/SBST) and cultural/social/emotional teams.
- Twice (2) a week educators will have individual planning and preparation time during the daily professional activity time to prepare for teacher teams and enact initiatives determined in teacher team meetings.
- New educators and their mentors will meet at least twice a month at this time.

5. Professional Learning Opportunities Beyond the School Day

- Outside professional opportunities and group or school-wide field trips.
- Yearly on site retreat to revisit School Renewal Plan.
- Groups of educators will conduct tours and learning visits of other schools to research and adopt best practices of other schools that contributes to the instructional program. Substitute teachers will cover classes during this time.
- All teachers will be trained in their respective AP courses.

6. One Week Summer PD (August 31-September 4)

- Staff will review, revise and adopt BGHS School's Mission and Vision.
- Staff will begin formulating the BGHS Faculty and Student Handbooks.
- Review the School Renewal Plan and it's varying components.
- Professional development around lesson planning, instructional objectives.
- Staff will self-select into respective committees at BGHS.
- Staff will determine extracurricular activity and club options.

Professional Learning will be offered on effective communication, shared decision making, working in teaching teams, and culturally relevant pedagogical practices.

Section 11: 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.
Classes will be taught by teachers licensed to teach the subject. To recruit and retain highly qualified teachers, the school will use funds for Peer Collaborator and Model Teacher positions. These lead teachers will support professional development for other teachers. In addition, the weekly teacher schedule will include 80 minutes of professional development every week.

2b. High Quality and Ongoing Professional Development

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

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/information, 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.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	545,913.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,322,164.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 12: 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 RSCEP 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Boys and Girls High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on 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.

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

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

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

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

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

Part A: School Information	
Name of School: Boys and Girls High School	DBN: 16K455
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Certified ELL teacher provides direct instruction to students individually and as a group daily. Instruction is also provided in core classes with content area teachers during the class period. Students are instructed in the English language. Teachers are certified in math, english, social studies and science. Students use online materials as well as classroom textbooks.

Part C: Professional Development

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

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

Begin description here: Professional development is conducted to educate teachers on the methods and strategies for facilitating the students growth as ELL. The professional development was provided by the NYCDOE and turnkeyed over by the certified ELL teacher

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are contacted via email, usps mail and telephone contact.

Part E: Budget

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

Allocation Amount: \$4731

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	1000	For teacher to provide additional support to students after school. In addition to parent outreach after school.

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

Allocation Amount: \$4731

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	451	Support to teachers in instruction for students in need of services
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2400	Purchase additional resources to support the students
Educational Software (Object Code 199)	900	Purchase and renew educational software such as BrainPop and online newspapers
Travel	_____	_____
Other	_____	_____
TOTAL	4751	_____

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	Borough select one	School Number
School Name		

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	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	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		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
--	----------------------	---	--------------

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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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
Dual Language														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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	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										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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
---	---

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														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

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

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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 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](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

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

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.
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).
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).
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.
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).
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.
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).

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.
 - b. TBE program. *If applicable.*
 - c. DL program. *If 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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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
7. 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 *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
8. 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?
9. 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?

Chart

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)
ENL 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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

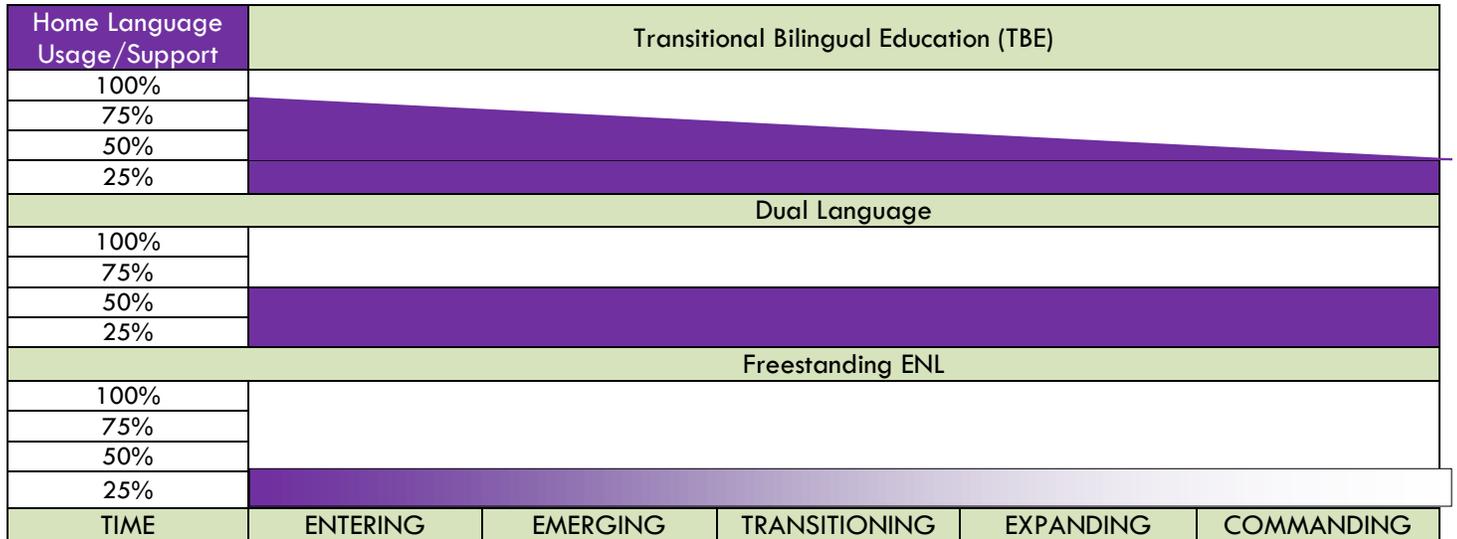


*Note “other approved services” does not apply to New York City at this time.

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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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).
19. What language electives are offered to ELLs?
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)?

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.)
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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.

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

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.

Part VI: LAP Assurances

School Name:		School DBN:	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01