



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

01M292

School Name:

HENRY STREET SCHOOL FOR INTERNATIONAL STUDIES

Principal:

MILES DOYLE

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Section 1: School Information Page

School Information

School Name: The Henry Street School for International Studies School Number (DBN): 01M292
Grades Served: 7-12
School Address: 220 Henry Street. NY, NY 10001
Phone Number: 212-406-9411 Fax: _____
School Contact Person: Miles Doyle Email Address: mdoyle9@schools.nyc.gov
Principal: Miles Doyle
UFT Chapter Leader: Jeremy Filner
Parents' Association President: Cynthia Bonamo
SLT Chairperson: Jeremy Filner
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____
CBO Representative: Cody Lallier

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: Dphilli@schools.nyc.gov
Phone Number: 212-406-9417 Fax: _____

Borough Field Support Center (BFSC)

BFSC: 01 Director: Yuet Chu
Director's Office Address: 333 7th Avenue; New York, New York
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 917) 705-5856 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.

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

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your 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 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page 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	Miles Doyle	*Principal or Designee	
x	Jeremy Filner	*UFT Chapter Leader or Designee	
x	Cynthia Bonamo	*PA/PTA President or Designated Co-President	
x	Dan Ellis	DC 37 Representative (staff), if applicable	
x	Mr. Ahmed Malik	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Cody Lallier	Community School Director (staff)	
x	Criselle James	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Brittany Lashley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Dayna Hamann	Staff/Parent/Other Contributor	
X	Felicia Payano	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Juan Ramirez	Staff/Parent/Other Contributor	
X	Isabel Correa	Staff/Parent/Other Contributor	
		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.

Contextual information

The needs of students and families at The Henry School for International Studies are many and varied. The school serves 203 students and 90% qualify for free/reduced lunch and more than 19% of students are living in temporary housing, which is well above the City average. 12.2% of our student population are English Language Learners and 32.2% are Students with Disabilities. 97% of the student population is Black or Hispanic, traditionally underrepresented populations in colleges and universities. These students who do attend college are typically first-generation college students. The school has to provide a vast amount of additional individualized support to all our students to enable them to have the opportunity to achieve traditional, standardized and system-wide definition and measures of success.

- - **Academic:** Through our Extended Learning Time Program (Tuesdays – Fridays: 2:40 – 3:55pm), all students are programmed for credit/CCLS aligned courses from grades 7-12. Teachers refine curriculum to ensure that the variant needs of all of our students are met. All teachers are provided with weekly Professional Development on curriculum design. Students at risk have an academic intervention plan written by their teachers to ensure for parent outreach, student conferences, and extra time to meet the standards on given assignments.
 - **Attendance:** Because attendance is one of our barriers for student success, we have developed systems and structures to improve attendance using a 3 tiered team approach. The team meets once a week and is comprised of the Principal, Assistant Principal, guidance counselors, school aide and CBO Coordinator. Students considered Long Term Absences (LTA's) are supported differently than chronic absenteeism. In terms of the LTA's, our team devotes time each to tracking down guardians for specific meetings about alternative placement, re-engagement, and in some cases the Agency for Child Services (ACS) supports our efforts, in the event of educational neglect. The reasons for chronic absenteeism is unique to each case, so our guidance counselors and Administrative Team determine next steps on a case by case basis. This approach has provided for a 6 % increase in overall attendance from 70.7% in 2014 to 73.1% in 2015.
 - **Social Emotional:** This year we have invested many resources into supporting the social emotional development of our students. For our high school students, the permanent addition of Henry Street Settlement (HSS) has brought with it a support staff of 2 permanent social workers, 2 social interns, an americorp position for parent engagement and the setting up of a mental health clinic in our school (which serves all schools within the building). We implement an advisory program for our 7th and 8th graders. We have supported this program with curriculum by theme, and Ramapo for Children, one of our SIG partners have supported this program by providing Advisors with Professional Development on how effectively lead an Advisory. We have one dean and he has been trained in Life Space Crisis Counseling, a training that gives him the tools to de-escalate issues amongst students. We have also trained our Guidance Counselors and Teachers in the Technical Assistance Center for Disproportionality (TAC-D), which provided them awareness about the negative effects of student suspensions, as well as the bias that exists with black male youth.

Our primary goal over the next three years will be to continue to improve the culture of the school for students, families and staff so that The Henry Street School for International Studies actively engages all stakeholders in the school

improvement process to drive our core values and the vision of student ownership and achievement. We have also worked with three main SIG partners this year: Cambridge Education, ASCD and Ramapo for Children. The current ELT partners include:

- **Henry Street Settlement** – We have partnered with Henry Street Settlement for the past three years and through the Violence Prevention Grant and the 21st Century Grant, the focus has been college and career readiness. Through this grant, we have a full time College Counselor, who works with our students to ensure that every student has an action plan for college admission, including college essay, application FAFSA form, and college acceptances. This partnership also ensures for the exposure of college life through overnight trips to colleges, as well as regular visits.
- **Leadership Program** – through 21st Century Grant, The leadership Program is embedded into our Extended Learning Time Program where coaches offer Hip-Hop Dance and Cooking, after school. In addition, the Leadership Program provides our students with an extension of the curriculum in offering ‘Organized for Life’ and ‘Bullying Prevention’
- **Hall of Science** – Our Middle School students were provided with interactive and project based learning once a week in 7th and 8th grades.

Beliefs about learning

We believe that if students are engaged in discussion through high level, quality teacher questioning, then they will develop critical thinking and metacognitive skills that will prepare them for the conceptual learning required for career and college pathways. Henry Street School Instructional Vision has “3 Big Pillars”:

1. Academic Intervention

Purpose: To provide students in need with the supports necessary to meet our high expectations and become college ready

- Training for all teachers in how to read IEPs and use them to improve instruction
- Quarterly analysis of student progress – specifically tracking growth and progress
- 9th Period, Saturday School
- PD on differentiation by product, process and content
- Implementation of frequent, formative classroom assessment
- Assess student reading and vocabulary levels and provide modifications to help students read and comprehend texts at grade level text complexity

- College Counseling with College and Guidance Counselors for off-track 11th and 12th graders

Instructional Focus

- Teachers will frequently check for understanding and adjust lessons based on student understanding

2. College Readiness

Purpose: To provide students with challenging curriculum that requires critical thinking and analysis at a college level

- A department created college readiness goal that is tracked throughout the school year
- Common Core aligned Curriculum Map and unit plans for every course
- Weekly department meetings to discuss and refine curriculum, analyze student work and create common interim assessments
- Refinement of vertically and Common Core aligned skill sequences
- Research papers, Research in Gov't Class
- College Counseling for 10-12 graders
- College trips and college fairs for all grade levels
- Resources: Depths of Knowledge, UDL, Danielson Framework, Henry Street School Instructional Handbook

Instructional Focus

- Provide students with opportunities to participate in “productive struggle.”
- Insist that students use evidence to make claims through whole class discussion and/or writing

3.Data Driven Instruction

Purpose: To closely examine student mastery of content and to use data to create targeted lessons that specifically address student deficiencies

Goal: 100% of teachers will implement data driven instruction plan and use data to guide their instruction

- Creation and implementation of quarterly interim assessments
- One-on-one data analysis meetings with admin after each interim assessment
- 2-3 day corrective teaching periods after each interim assessment
- Follow up data meetings to review data from retaught standards
- Training in Scantron/Excel Sheets
- Students provided with Student Proficiency Sheets after each interim assessment
- Students track own progress and set goals
- Targeted review and tutoring sessions based on data analysis
- Mock Regents in Fall and Spring

Special Populations

The needs of students and families at The Henry School for International Studies are many and varied. The school serves 203 students and 90% qualify for free /reduced lunch. 12.2% of our student population are English Language Learners and 32.2% are Students with Disabilities.

97% of the student population is Black or Hispanic, traditionally underrepresented populations in colleges and universities. These students who do attend college are typically first-generation college goers.

In addition, because enrollment is below capacity, the school accepts a significant number of Over-the-Counter (OTC) students every year with high needs. In 2012-2013 there were 33 OTC students, 43.8% with SWD, 22% were over age and 38% were under credited. The average attendance rate for OTC students at their previous schools was 70%.

Defining and achieving success for this diverse population requires additional targeted support. Agreeing, setting and meeting common expectations for credit accumulation, social-emotional development, college readiness, attendance and graduation rates are challenging because of the multiplicity of needs that so many of our students present. ELLs struggle to pass literacy-base Regents exams and accumulate credits at the rates expected of native speakers; SWDs with intellectual and / or emotional disabilities struggle with traditional standardized expectation and assessment. In the Middle School, performance at levels 3 and 4 in ELA is 4.29% at math it is 2.86%. The percentage of students achieving 10+ credits was 60% of 1st year, 80% of 2nd year and 50% 3rd year. Recently the schools' four-year graduation rate has been just over 55%, and few of these graduates are ELLs or SWDs The school has faced a historical challenge of low attendance (< 75%), high suspension rates, and low parent involvement.

The school has to provide a vast amount of additional individualized support to all our students, faculty and staff to enable them to have the opportunity to achieve traditional, standardized and system-wide definition and measures of success.

Framework for Great Schools

Rigorous Instruction: During the past the Principal, with the support of ADCD and Cambridge Education, has ensured that, through the provision of high quality job-embedded PD supported by coaching and mentoring for all teachers there is much closer alignment between the written, planned and assessed curriculum which has been customized, to ensure that it is inclusive and motivating

Planning teacher teams are using coherent lesson plan checklist to inform plans, as seen in 83% of the targeted teachers through official observations. Evidence of more consistent implementation of the interactional shifts are found:

- An increased performance across areas 2a,2d,3b,3c,3d and 4f.
- An increase in student performance on the January 2015 Regents examinations including 23% increase ELA ; 31% in US History; 32% in Algebra; 33% in Geometry and 36 % in Living Environment
- Projected graduation rate increase of almost 25% (43% in 2014 to projected 68 % in 2015).

Challenges

However, in spite of the changes that have been made there is still a gap at the implementation stage. High standards have not yet been set in every classroom and in too many classrooms students although students are engaged in tasks they are not sufficiently actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: We have made significant progress during the past year in this element. Our SIG partner, Ramapo for Children has provided our 7th and 8th grade advisors with strategies for de-escalation, conflict resolution and positive behavior reinforcement. They also provided a three-day, overnight retreat to Ramapo, NY, for 15 of our most

challenging students and three volunteer faculty members. The purpose of the retreat was to expose students to an environment where they had to work as a team, solve problems and communicate effectively..

Our Dean attended NYCDOE training in Life Space Crisis Intervention and has learned to mediate and to de-escalate conflict. He has turn-keyed this learning to the faculty during professional development sessions.

The guidance team and our Dean have approached mediation in non-traditional ways. For instance, two groups of students who had a history of conflict with each other underwent a series of mediations that culminated in a trip to “Escape Room”, where both groups had to work as a team for a common purpose, to escape the room.

Technical Assistance Center for Disproportionality (TACD) was provided by NYU for all faculty on how individual biases can factors into suspensions.

The Pupil Personnel Team (PPT) meets monthly to review and discuss at risk students for potential referral to Special Education.

As a result, the impact we have seen is that we have experienced more than a 50% reduction in behavioral referrals from the 2013-14 school year.

Additionally our school’s Learning Environment Survey indicates that:

- 93% of students believe that you have to work hard to get good grade
- 88% of students belief that they are safe in their classroom
- 87% of students believe that there are clear consequences for breaching the rules

Collaborative Teachers: Collaboration between and across teacher teams has increased throughout the year. Our SIG partners have provided job-embedded PD on a consistent basis to all teachers across all grades and subjects including a road map of how to align the 4 keys of engagement (Clarity, Context, Culture, and Challenge) in their planning and practice. ASCD and the network (CFN 112) also supported teacher teams to create rubrics for ensuring that all lesson plans and learning activities in all core content areas are closely aligned to CCSS and all New York State Learning Standards. Teacher teams also utilized an assessment checklist to ensure that all assessments (teacher created and otherwise) are aligned with the New York State Learning Standards. As a result:

- all teachers have actively participated in the revision of unit plans
- all teachers are participating in collaborative planning which greater accountability including peer feedback and reflection

- common planning time is now used as intentional planning sessions where teachers align the 4 keys of engagement into their lessons plans utilizing a revised learning / lesson plan template
- Every Thursday, our Special Education and General Education Teachers are provided support by a Special Education Support Intervention Specialist (SEIS), in the form of Professional Development, Coaching, and lesson design.

Additionally, our school's learning Environment Survey indicates that

- 96% of teachers report that teachers work together in teams to improve their instructional practice
- 92% of teachers report that school leaders provide time for collaboration between teachers.

The impact on teacher performance was reflected in:

- An increase in performance ranging from 23% to 36% in ELA; 31% in US History, 32% in Algebra; 33% in Geometry and 36% in Living Environment

and MOTP teacher effectiveness data indicates more consistent implementation of the interactional shifts and increased performance across areas 2a,2d,3b,3c,3d and 4f. An identified area for continued development is to enhance performance across areas 1a and 1b.

Effective School Leadership: The Principal leads by example. In addition to her active involvement in all PD provided by our SIG partners and the network (CFN 112) she has established systems and processes to nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. She has implemented a Monday morning meeting for all faculty members. The leadership cabinet team meets weekly with a minimum of a monthly focus on data analysis to drive school-wide decisions making. For instance, APPR data in Advance is examined so strategic decisions are made in how to support teacher progress. This involves better coordination of principal and AP support, but this data is also used to direct partner support, so as to strategically work with teachers who we understand (from the evidence) will benefit. This was accomplished through the creation of Observation-Support cycles. We recognize that in order to continue to enhance the level of teacher performance there needs to be additional support and training for the wider leadership team, including continued professional development, support and coaching for emerging teacher leaders.

Strong Family-Community Ties : During the year we have placed an increased emphasis on establishing greater family-community ties. For example the "Cobra Village" school newsletter and school website are used to share our school calendar, advertise our programs and inform parents of school-wide events. This year we held implemented a weekly parent outreach program (every Tuesday) and advisors use our school-wide reporting/recording grading system – Jupiter Grades to log the outcome of parent conversations; a Family Day, where students and their families were invited out for face painting, fun and games; plus multiple workshops for parents and families including:

- Two Curriculum Nights, where families were invited out to gain a greater understanding of what their students were learning.
- A College Search, where students and their families had an opportunity to explore different colleges, admission requirements and fields of study.

- Cyber Safety, where students and parents were informed about the dangers of cyber-bullying and strategies for protecting themselves while appropriately using the internet

- Cooking with your Kids events, where parents/guardians had the opportunity to come out and prepare meals with their children.

As a school we also attended four recruitment fairs, and hosted Open-house for our prospective Middle and High School students to engage new parents and expose them to who we are as a school.

As a result of these activities we have seen:

- A gradual increase in the number of parents attending workshops and other events
- The outreach with parents led to a 25% increases in spring parent teacher conferences

Our school survey results also indicates that:

- 96% of parents believe that my child is safe in the school
- 95% of parents believe that school is responsive to feedback
- 94% of parents report that there is an adult my child go to with a problem
- 94% of parents believe that high expectations for my child

In spite of the successes this year we recognize that even greater focus need to be given to enhancing family-community engagement and we have already held discussions, with both our CBO and SIG partners, to enable us continue to develop meaningful parent workshops to inform, instruct and engage our parent population.

Trust: As a newly designated Renewal School, and recipient of the School Improvement Grant (SIG), effective communication and trust is critical for stakeholder buy-in. While the urgency of school improvement must be clearly conveyed, I have found that trustful communication rooted in support is of the utmost importance in moving this work forward. In my three years as Principal, I have increased communication through weekly updates, morning meetings, and an open door policy so that we are all on the same page, and everyone is trusting of the changes because decisions are transparent. I have gained the trust and respect of all my stakeholders at my school and they know that I am tireless about my vision of student ownership and achievement, and that it cannot be compromised. I continue to support and push teachers thinking, including push them If I believe they are not on board with the school vision, and do not achieve positive outcomes for their students.

As a result, we have found that everyone is working towards 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.

Additionally our school's Learning Environment Survey indicates that

- 96% of teachers report that teachers work together in teams to improve their instruction practice
- 92% of teachers report that school leaders provide time for collaboration between teacher
- 91% of parents believe that their school does everything it can to keep my child track for college and career and success in life

CBO links

Our CBO partner is **The Henry Street Settlement** who, in addition to currently supporting our ELT program, actively supports community initiatives both across the other schools which share the Henry Street campus and within the local community.

Henry Street's Partnerships in the Community:

Since Henry Street Settlement's (HSS) founding in 1893, programs that enhance positive youth development and support vulnerable youth and families have been central to our mission. We provide comprehensive social services, educational, health, and arts programming in a neighborhood-based setting. Within the last seven years, HSS has demonstrated remarkable success operating a wealth of comprehensive school-based programs that achieve community school development, including academic enrichment, arts, college readiness, and mental health programming in 27 NYC public schools – including middle school and high school programs at the Henry Street School for International Studies. We have served thousands of youth and families through these school-based programs in partnership with public (NYC and NYS) and private funders; in our most recent fiscal year alone (FY14) we served more than 4,500 youth through school-based mental health, after-school, college access, arts, and attendance improvement programming.

Henry Street's Partnerships with HSSIS:

Henry Street Settlement has a longstanding partnership with the Henry Street School for International Studies (HSSIS), successfully working with three school principals over the last nine years to provide quality educational enrichment services to the student body.

Since 2013, Henry Street has provided SAT Preparation classes coupled with on-site college counseling services on a part-time basis:

Three years ago, Henry Street was fortunate to secure an Extended Day Violence Prevention contract, which allowed the agency to provide after-school SAT services to a number of high schools on the Lower East Side, including HSSIS, the Bard High School Early College, and Lower Manhattan Arts Academy. Concurrently, Manhattan School District 1 secured an Extended Day contract and requested that **Henry Street serve as a subcontractor to couple SAT classes with on-site college counseling services on a part-time basis**. As a culture of college awareness and preparedness began to take hold at the school, the district secured its own 21st Century Community Learning Grant for the school, and again looked to Henry Street to subcontract for college access services.

As of the 2014-15 school year, combining the resources from these multiple subcontracts, Henry Street now operates a full-time college office at HSSIS. This commitment to developing a college going culture, as well as our ability to be in the school full-time, has certainly paid off this school year where we have already helped 43 out of 65 seniors submit college applications, up from 26 out of 63 the previous year, and 16 have already received letters of acceptance! In addition, the school is currently celebrating its first ever Posse Foundation Scholarship Recipient; Mariel Arias will attend Dickerson College beginning next year, with a full four-year scholarship.

Henry Street's most recently launched program at HSSIS is the Middle School Success Center, which serves students from HSSIS and their parents, as well as students and families from the two other middle schools within the Corlears Educational Complex (CASTLE and University Neighborhood Middle School). Henry Street was selected by the New York City Department of Education's Office of Post-Secondary Education to open only the second Middle School Success Center in the entire city. This transformative model works with middle school students to help them make informed choices about the high school choice process, preparing them to get on the road to college and career paths, helping to create a college bound culture across the schools. Additionally, the program provides youth leadership development (including leadership training and a peer education service element); early college awareness; mental health counseling; and referrals to support services. HSSIS middle school students benefit from all of these services, and those who are

seeking admission to specialized, private and/or high performing high schools receive help with the application process. Since September 2014, 97% of 8th graders at CEC have accessed services from the MSSC; 100% of MSSC participants seeking high school placements (including 19 from HSSIS) turned in applications by the first HS application deadline. We have also held a series of preparation classes for the Specialized High School Admissions Test and visited 28 City high schools.

Since 2005 Henry Street has provide comprehensive after school programming for all middle schools in the Corlears Educational Complex, including HSSIS, with the support of the 21st Century Community Learning Grants. In the first five years, our program served over 100 young people in grades 6-8 with programming that promoted health and wellness (physical fitness training, rugby leagues, and cooking clubs); positive behavior reinforcement and leadership development; homework assistance, and arts programs (like the videography project, which taught youth how to tell stories through film). Over the course of this contract, Henry Street's programming consistently met NYSAN programming expectations and met or exceeded academic and other performance targets set by the New York State Department of Education.

01M292 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	254	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	3	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.6%	% Attendance Rate		74.5%
% Free Lunch	81.1%	% Reduced Lunch		2.5%
% Limited English Proficient	20.1%	% Students with Disabilities		33.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		26.0%
% Hispanic or Latino	53.3%	% Asian or Native Hawaiian/Pacific Islander		13.6%
% White	3.1%	% Multi-Racial		0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.31	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		6.66
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	3.2%	Mathematics Performance at levels 3 & 4		3.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		13.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	43.9%	Mathematics Performance at levels 3 & 4		25.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	63.3%	% of 2nd year students who earned 10+ credits		60.8%
% of 3rd year students who earned 10+ credits	76.7%	4 Year Graduation Rate		42.6%
6 Year Graduation Rate	60.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, 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>As an entire school we have used NYC-endorsed CCSS aligned curriculum</p> <ul style="list-style-type: none"> Middle School ELA: Scholastic Codex Middle school Math: Connected Mathematics; CMP3 Middle School Science: Glencoe Middle School Social Studies: Engage NY High School: Engage NY for all Core Subject areas in the High School <p>We currently have two AP Courses in the content of American History (for students who scored 80% or higher on Regent) and Chinese (for any students who are interested and have a least 3 years of World Languages).</p> <p>One of the main reasons that the principal recommended making the above selections is that they are fully aligned with both the Common Core Learning Standards and the New York State Learning Standards. The principal then ensured that</p>		

teacher teams, with support from the network (CFN112) and ASCD, created rubrics for ensuring that all lesson plans and learning activities in all core content areas are closely aligned to CCSS and all New York State Learning Standards. Teacher teams also utilized an assessment checklist, created by CFN112, to ensure that all assessments (teacher created and otherwise) are aligned with the New York State Learning Standards. As a result, the impact we have seen is an improvement in the quality of teacher planning, and more consistency in adherence to the scope and sequence as evidenced by classroom observations which shows improvement in 6 out of the 8 components

The school also implemented an **Independent Reading Program**. Teachers and students are engaged in structured independent reading a minimum of three scheduled lessons each week, Tuesdays, Wednesdays, Thursdays, period 3. On Mondays and Fridays, period 3 they participate in Advisory.

The principal appointed a point person in collaboration with Administration to review lesson plans/activities and to send them out on a weekly basis to faculty so that every student is getting coherent instruction in Independent Reading. The lessons were developed internally by a team of faculty and with the support of two other schools in Manhattan (Urban Assembly of Media Studies, East Side Community) who have had proven success with this model, as evidenced by the increased in student reading levels in both of their schools. This curriculum is designed to allow students to engage in activities that connect to the books they're reading. The curriculum continues to be revised based on teacher and student reflections, data collected from classroom observations during this block of time and student work samples. Native languages are included in these lessons so that all students have access.

As a result, the impact we have seen is more consistent implementation of all the components of Independent reading and as a result of the students enhanced reading this was reflected in the January Regents examinations including:

- 23% increase ELA
- 31% in US History
- 32% in Algebra
- 33% in Geometry
- 36 % in Living Environment

Advisory

The Advisory Program is integrated into the school schedule period three on Monday and Friday each week and we have developed a curriculum based on themes. Ramapo for Children has worked with teachers to develop this curriculum with strategies for student engagement, resulting in a program that supports students' academic and social needs, allowing them the opportunity to engage with teachers and small groups of peers in a safe and secure environment. Some of these strategies are "set expectations and establish routines, check for understanding, use nonverbal cues and signals to communicate direction"

As a result, the impact we have seen is

- A reduction by more than 50% in OORS reports
- A 7 % increase in student attendance from 73% in 2014 to 79% in 2015.
- More ownership of student learning based on scholarship data .

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)

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?

We plan to use the same curriculum for next year

- **Middle School ELA:** Scholastic Codex
- **Middle school Math:** Connected Mathematics
- **Middle School Science:** Glencoe
- **Middle School Social Studies:** Engage NY
- **High School:** Engage NY for all Core Subject areas in the High School

As we work with our SIG Partners, Cambridge Education and ASCD, we will provide more job-embedded planning so that teachers can plan for what they learned in Professional Development. In particular the need to support and coach teacher teams, to engage in a focused process for revising curriculum maps to ensure that they are more closely aligned with CCSS through a backwards-planning process Understanding By Design and how teachers can effectively utilize protocols and other professional tools when planning and implementing effective instructional strategies, such as engagement strategies, questioning techniques, and the use of assessment data to revise CCSS aligned curricula, incorporate effective, high-leverage instructional strategies and learning experiences, and design targeted formative assessments to positively impact student learning and achievement.

We have hired a Master Teacher/Math Coach. He has a proven record of success in his network for four years, and comes highly recommended by his colleagues. He will be working closely with our Integrated Algebra 9th and 10th grade teacher to align her curriculum and instruction to the Common Core Algebra Curriculum.

Our most recent QR 2015 revealed that we need to focus on cohesiveness and continuity in each core subject. Cambridge and ASCD will be focusing on this alignment with the ELA department by providing one-on-one, whole department, and individual team support. The Principal and his Instructional Leadership Team will be leading all departments in Data Driven Instruction (DDI) cycles.

Additionally, teacher teams will meet weekly in departments engaging in cycles of inquiry around set Department Expectations that are aligned to the Henry Street School “3 Big Pillars”.

Departmental Expectations:

1. Create a department wide college readiness goal and use student work to monitor student progress toward that goal throughout the year. Provide quarterly report on department’s progress toward goal.
2. Create and revise common quarterly interim assessments and create interim assessment calendar
3. Analyze data from quarterly assessments and plan/implement re-teaching plans
4. Schedule and facilitate departmental inter-visitations and feedback sessions
5. Create and revise Common Core aligned unit plans that are both rigorous and accessible for all students.
6. Monitor and revise vertically aligned skills sequences aligned to the Common Core Standards
7. Share best practices and instructional strategies
8. Department Leader observes every teacher in department

Department team work will ensure alignment to state assessments by the development and implementation of formative and summative assessments that utilize State released items.

Furthermore, we will continue to provide ongoing job-embedded PD for teacher teams in designing effective lesson plans aligned to the 4 keys of engagement.

Henry Street Settlement (plans to offer the following AIDP activities:

Academic Advisement

We will continue developing and bolstering the curriculum for the Advisory Program, with the collaboration from our Advisors, Partnership with Children (Henry Street Settlement) and Ramapo for Children.

HSS staff will specifically provide one-on-one academic advisement and utilize progress reports as an opportunity to target struggling students, including those who are not on pace to be promoted. HSS will schedule interventions, including possible home visits and parent meetings, where promotion requirements will be discussed and plans for student to improve academic standing will be implemented.

Counseling:

HSS will provide weekly individual and group counseling to HSSIS students based on academic standing, previous chronic absenteeism, recent attendance struggles, referral, and/or walk-in availability. HSS will inform students and families of community partners and resources during the program’s kickoff events, provide resources during family assessments, conduct formal workshops and presentations, and also conduct informational tabling during school-wide events such as parent-teacher conferences. In addition, HSS staff will work closely with Partnership with Children, an organization that will provide the HSSIS with an additional social worker and several interns for individual and family counseling, crisis intervention, behavior management, and much more.

Family Involvement

HSS will conduct family assessments and home visits for parents of high-risk youth. HSS will partner closely with Parent Coordinators to formulate the best strategy for parent engagement.

Parent workshops facilitated by HSS and/or partner organizations and will focus on topics relevant to the high school population, such as college access, Common Core in the high school curriculum, Regents and SAT preparation, as well as violence/drug abuse, STD, and pregnancy prevention. HSS will also use parent-teacher conferences and other school events as opportunities to engage with parents. HSS will partner with the SLT to facilitate meetings, mailings, "robocalls," mass texts, flyers, and emails to remind families and students about school events and policies.

Incentives

HSS attendance improvement programming incorporates innovative short-term individual incentives and long-term group incentives. For example, on a biweekly basis, students who meet attendance criteria are awarded with gift cards or movie tickets; on a monthly basis, students who meet targeted attendance minimums are eligible to participate in a field trip (bowling, ice skating, etc.). At the end of each semester and school year, the top 3-5 students who demonstrate the greatest improvement in attendance/academics, and/or achieve the best overall attendance and grades receive larger incentives/awards

The impact we expect to see next year is that teachers will be able to:

- focus and align curriculum around essential standards;
- diagnose learning patterns in students;
- develop exemplary lessons that are shared across the school;
- improve lesson design and assessment design skills;
- use planning time effectively and efficiently;
- build a culture of collaboration at the school.
- promote greater engagement of students

2. What rigorous learning experiences will students engage in through Expanded Learning Time?

As a Renewal school we fully embrace the fact that when used well, more learning time can lead to higher achievement, better attendance, and healthier attitude and habits that put students on the path for success. Therefore, we are totally committed to providing all students an opportunity to receive at least one hour of additional learning time, every day, commencing in the 2015-2016 school year.

We are in discussions with our CBO partner (HSS) to review, revise, and further develop our existing Extended Learning time and after- school programs so that they transition into a fully compliant Expanded Learning Time program that incorporates: supplemental academic opportunities (Monday through Thursday) while the Friday Renewal hour will focus on enrichment activities. The high school program will be credit bearing, except for Regents review components. We are also investigating the option of staff from the CBO providing ELT support throughout the day.

In implementing the Community School model in collaboration with HSSIS, HSS would leverage decades of experience as a premier afterschool provider to integrate diverse expanded learning/enrichment activities that meet the needs of middle/high school and over-age/under-credited students. Activities would be tailored to the needs, characteristics, and feedback of HSSIS's student body and leadership, and respond to the fact that 32% of HSSIS students have IEPs and the school's four year graduation rate is 25% lower than the NYC average. Activities would be strategically linked to school-day academics in order to reinforce student learning and academic achievement. HSS would also align all activities with the vision/priorities of HSSIS's principal, SLT, students/parents, and School Renewal/CS Plans. HSS recommends a range of expanded learning/enrichment activities, including:

3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?

Growing from our work during the 2014-15 school year, further supports in the areas of complex texts, fluency and evidence-based claims will be provided to all teaching staff. Now that teachers are able to identify and provide complex texts, the next phase of the work will include regular and consistent use of complex texts and refinement of instructional strategies. SIG partners ASCD, Cambridge Education and the Instructional Leadership Team will support teachers, through individual coaching cycles, in this area, with additional support from assistant principal, and principal.

The Instructional Leadership Team will develop and agree upon a systematic process for reviewing the effectiveness of lesson planning and the infusion of the instructional shifts into all academic subjects using the Data Driven Instruction (DDI cycles) as the center of our PD/work. This will involve not only maintaining our frequent cycles of observation to ensure that what teachers say they are planning, is occurring in their classrooms, but also continued coordination of partners to ensure teachers' planning is effective in differentiating instruction and increasing the use of technology as both a teaching and learning tool.

The impact we expect to see next year is

- More effective collaboration by all teacher teams during Common planning time
- Improved lesson planning, which includes appropriate strategies and interventions differentiated for individual students, student subgroups, or any other combination advance
- The infusion of all instructional shifts into all academic subjects as evidenced by lesson observations by administrators
- Intervisitations used to effectively share practices across classrooms

4. How do the teachers use multiple entry points to ensure the success of every child?

All content area teachers engage students in strategies for finding and citing evidence from sources to support their claims. Mathematics classes engage students in persevering through challenging, multi-step problems with real-world context. Literacy teachers work collaboratively to ensure students engaged with complex texts and planned for multiple strategies for accessing information from complex texts.

As a result, the impact we have seen is the emergence in a number of classrooms of more effective:

- Matching just-right books and student reading levels with their independent reading books.
- Creating multiple entry points into utilizing key reading strategies to enhance comprehension of complex texts.

- Tracking of understanding through the completion of graphic organizers to show understanding.
- Strategies for facilitating text-based discussions.
- Intentional use of Probing questions for developing critical thinking.
- use of multi-step problems with real-world context
- student engagement with complex texts; and
- multiple strategies for accessing information from complex texts.
- engaged with more non-fiction texts than ever before.
- improvement in academic vocabulary, evidenced in observations
- Engaged in more discussion in which they reference a broader range of texts more readily, evidenced in student work and classroom observations.

Teacher teams meet three times a month and engage in cycles of inquiry while looking together at samples of student work and teacher work that will enable them to better make decisions about individual learners, thus creating multiple entry points for all learners.

5. How will consistency be supported across school faculty and community educators and across a longer learning day?

The School Instructional Leadership Team will be expanded to include the on-site CBO Director who will sit alongside the Principal, Assistant Principals, Department Chairs, Grade team leaders and Counselors. This team will be responsible for ensuring consistency and alignment across the school faculty and community educators and across a longer learning day. In addition the CBO Director will attend all Professional Development training provided for the school faculty, and whenever feasible relevant community educators will also be invited to attend. When this is not possible the CBO Director will be responsible for cascading the training to the community educators. The ultimate vision for the school is that the school staff and community educators will become integrated into one coherent faculty.

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?

In addition to using a range of external assessments, departments will institute Data Driven Instruction cycles to track student progress. We will ensure our assessment cycles are such that, with greater alignment between curriculum and assessment as mentioned above, that all teacher teams are using data more effectively to plan lessons that address the needs of individual students and sub-groups to promote students' academic and social achievement.

Additionally, we will ensure our assessment cycles are such that, with greater alignment between curriculum and assessment as mentioned above, that all teacher teams are using data more effectively to plan lessons that address the needs of individual students and sub-groups to promote students' academic and social achievement.

7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)

We anticipate that 40% of students will show measurable growth in ELA and / or Math by Year 2.

8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)

In 2013-14, our 4-year College Readiness Index indicates that 6.6% of students were College and Career Ready. In 2014-15, the rate increased to 11.1%. The 6-year College Readiness Index increased from 31.0% in 2013-14 to 33.7 in 2014-15.

9. What graduation rate do you aspire to achieve by year two? (High Schools)

The graduation rate at the school will be 53.3 % or higher.

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.

By June 2016, 40% of students (33) in grades 7 and 8 will achieve a higher proficiency rating (student performance) on the NYS ELA resulting in a higher median proficiency rating as reflected on the NYC School Quality Guide

By June 2016, 15% of high school ENL students will achieve an increase of 1 level based on the HSS Common Core Rubric on the long written response Social Studies Interim Assessment

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) 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>A Cambridge Education Coach will support the ELA teacher team to utilize protocols and other professional tools when planning and implementing effective instructional strategies,</p>	<p>ELA department</p>		

such as engagement strategies, questioning techniques, and the use of assessment data. An ASCD consultant will provide coaching and on-site professional development with the ESL Coordinator and support for administration and teacher teams in effective lesson design for ENL students	all teachers	Fall 2015 June 2016	Principal CE coach Principal ASCD consultant
We will continue to provide three stand- alone ESL classes. Our ELL population is currently 12.2% We will continue to operate our Special Education program as a 100% inclusive model through the ICT model, allowing students to learn in the least restrictive environment possible. Our SPED population is 34%	ESL teachers All teachers	June 2016 June 2016	ESL coordinator Assistant Principal
We have a very high STH population with the establishment of two full time CBO staff, including a social worker and interns they will be providing 1:1 and small group counseling and support for this at-risk population	CBO School Guidance	June 2016	Principal CBO director
We will be partnering with The Henry Street Settlement CBO, and we will be working very closely together as part of the Mayor’s Renewal initiative to support our school families, socially and academically through such structures as Family Night / Workshops, where families are invited out to gain a greater understanding of what their students were learning.	CBO School Guidance	June 2016	Principal CBO director

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.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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, we anticipate that 20% of the students will show an increase from their baseline to their mid year ELA interim assessment.

By February 2016, we anticipate that 20% of the students will show an increase from their baseline to their mid year Social Studies interim assessment. We will have a mid year instructional leadership meeting to assess all SMART goals indicated in the RSCEP. This information will then be turn keyed for all faculty and staff in a whole faculty PD.

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 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.	D
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.	D
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.	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>The principal has placed a significant focus on this critical aspect of the daily life in the school and have deployed resources efficiently and effectively to enable the school to make significant progress during the past year in this element. For example, one of our SIG partners, Ramapo for Children will provide our 7th and 8th grade advisors with strategies for de-escalation, conflict resolution and positive behavior reinforcement. They also will provide a three-day, overnight retreat to Ramapo, NY, for 15 of our most challenging students and three volunteer faculty members. The purpose of the retreat was to expose students to an environment where they had to work as a team, solve problems and communicate effectively. Ramapo for Children is currently training our Guidance Counselors on effective strategies for mediation through effective communication.</p> <p>Our Dean attended NYDOE training in Life Space Crisis Intervention and has learned to mediate and to de-escalate conflict. He has turn-keyed this learning to the faculty during professional development sessions.</p> <p>The guidance team and our Dean have approached mediation in non-traditional ways. For instance, two groups of students who had a history of conflict with each other underwent a series of mediations that culminated in a trip to “Escape Room”, where both groups had to work as a team for a common purpose, to escape the room.</p>		

Technical Assistance Center for Disproportionality (TAC-D) was provided by NYU for all faculty on how individual biases can factors into suspensions.

The Pupil Personnel Team (PPT) meets monthly to review and discuss at risk students for potential referral to Special Education

Additionally our school's 2014 -2015 Learning Environment Survey indicates that we are below the citywide average in in supportive environment.

01M292 - 77%, Citywide average - 83%

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?

Our vision will be seen as truly embracing the community school ethos by actively meeting the needs of the community, which it serves; so that it is seen as **“A school in the community and a community in the school”**.

Therefore, we would wish the school stakeholders to describe the school as a warm and nurturing place which provides high quality education and support for students, young people and adults to enable them to develop critical thinking and acquire the skills that will prepare them for the conceptual learning required for career and college pathways and to become lifelong learners and active participants in society.

In the coming year our Guidance Counselors will continue to facilitate the grade level meetings and work with Teachers to develop action plans and strategies to improve student attendance, increase academic outcomes, and address student's social/emotional needs based on a range of data. The focus on attendance and outreach will continue. We also envision that the CBO will provide additional support and guidance to widen the avenues for student voice beyond the current School council.

We firmly believe that the CBO partnership will develop over time into a truly integrated and mutually supportive partnership, where the school staff and the CBO staff become a unite faculty serving the needs of the local community.

In relation to sustaining and supporting the social and emotional growth and health of the students, we initially see that this will be through targeted interventions such as attendance initiatives, workshops, 1: 1 counselling and support groups. We recognize the need to, as a whole school, better address students' social and emotional needs and personal development.

As such, we plan to utilize the highly recommended services of PWC to embed a Social worker within the day to day life of the school. In addition to holding 1:1 and a group sessions the Social Worker will also support and work with advisers to provide turnkey strategies to advisors for lessons and provide advice and support to individual teachers.

As such, we plan to utilize the highly recommended services of HSS to embed a Social worker within the day to day life of the school. In addition to holding 1:1 and group sessions, the Social Worker will also support and work with advisers to provide turnkey strategies to advisors for lessons and provide advice and support to individual teachers.

HSS social workers will provide a range of direct support services to students (and their families) ranging from individual counseling, crisis intervention, attendance outreach, activities to support students' social and emotional development, family engagement opportunities, and support and training for staff.

As a Renewal school, we will be asking HSS to work with us to strengthen our family and community ties, by working with our CBO (HSS) Coordinating services and structures of support across the two organizations will be critical and will be an a significant area of focus in terms of planning and evaluation next year.

We will establish an on-site, fully integrated School-based Mental Health Clinic (SBMHC) at HSSIS. Our services, will be delivered by an experienced and culturally sensitive LCSW and MSW staff. They will include a wide range of appropriate interventions and resources for students, parents, and the HSSIS staff. The SBMHC staff will work directly with the school team along with the principal and Coordinator to assess and determine specific school (universal interventions) and classroom-level and small group behavioral health interventions towards mental health (MH) awareness and connecting youth to services to improve the school climate. The SBMHC will significantly enhance resource development for mental health services and meet these Community School RFP goals:

- Offer mental health services to all students who need them. The SBMHC will have an appropriate number of experienced MH staff embedded within HSSIS.

- Increase access to universal, selective, and targeted mental health services, including clinical treatments using evidence-based models and practices. All MH services will use evidence-based models. Our school-wide services such as workshops and staff trainings listed below, will deliver universal interventions. Selective interventions, including early or preventive interventions will take place through group work. Targeted services will be offered on

a short-term or long-term basis. Interventions may include one or a combination of behavioral modification, trauma-focused cognitive behavioral therapy, crisis intervention, and/or medication management, home visits and referrals, among others.

-

Educate teachers, students, and parents about mental health issues and practices. Our SBMHC will positively affect the culture of the school/enhance programming by providing resources such as workshops and professional development, on topics per the needs assessment. Student workshops will cover relevant topics like self-care or conflict resolution. Staff will receive education about mental health issues, early detection and prevention, education and classroom support, among others. Parent offerings may include topics like decreasing stress around test-taking and recognizing signs of common mental health disorders in adolescents/effective treatment options.

- Decrease stigma around mental health in the school community. We will hold events like a Mental Health Awareness Month to de-stigmatize mental health treatment and show what types of modalities and treatment we are using

Leverage opportunities within the school and the community to provide needed services to students and parents. We will collaborate with school services to maximize our impact. Within the community, our nearby Article 31 clinic has an on staff psychiatrist. Our Health Navigators can help uninsured families enroll in health insurance plans.

As a result of the collaborative efforts the impact we expect to see next year is:

We will continue to increase our attendance rates by utilizing the members of our attendance team to review daily attendance, reach out to parents/guardians, alert ACS when necessary and implement new incentives and school-wide celebrations for increased attendance.

We will continue to see an increase in parent and student conferences through the use of use Jupiter Grades we will see more parent active engagement in supporting students attendance.

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.

By June 2016 , the overall school average for Supportive Environment will increase from 77% to the citywide average of 83% as measured by the 2015-16 Learning Environment Survey.

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>Guidance Counselors will continue to facilitate the grade level meetings and work with Teachers to develop action plans and strategies to improve student attendance, increase academic outcomes, and address student’s social/emotional needs based on a range of data. The 7th and 8th grade Advisory Program will continue and Advisors will loop with their Advisees, ensuring for a stronger relationship and connection.</p>	<p>Counselors Teachers Ramapo for Children</p>	<p>September 2015 to June 2016</p>	<p>Principal Ramapo for Children Counselors</p>
<p>HSS conducted a needs-assessment of our school in order to understand our most urgent needs, short term interventions, and long term solutions</p>	<p>CBO</p>	<p>Fall 2015</p>	<p>Principal CBO Director</p>
<p>The focus on attendance and outreach will continue. We will utilize Henry Street Settlement Mental Health Clinic as a means to provide extensive social and emotional supports. HSS social workers will provide a range of direct support services to students (and their families) ranging from individual counseling, crisis intervention, attendance outreach, activities to support students’ social and emotional development, family engagement opportunities, and support and training for staff</p>	<p>CBO 7th and 8th Grade Advisors</p>	<p>September 2015 to June 2016</p>	<p>Principal CBO Director</p>
<p>HSS will work with us to strengthen our family and community ties, by working with our CBO (Henry Street Settlement - HSS) Coordinating services and structures of support across the two organizations will be critical and will be an a significant area of focus in terms of planning and evaluation next year</p>	<p>CBO HSS Principal AP</p>	<p>September 2015 to June 2016</p>	<p>Principal CBO Director</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.

Counselors, Henry Street Settlement, RAMAPO, Leadership Program, Professional Development Materials, Americorp Parent outreach personnel

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

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	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 - The school will administer our own Core Value school environment survey to assess the supportive environment. Grade teams will then analyze the data to create grade team action plans for the final 5 months of the academic year

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.	D
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.	D
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>Collaboration between and across teacher teams has increased throughout the year. Our SIG partners have provided job-embedded PD on a consistent basis to all teachers across all grades and subjects including a road map of how to align the 4 keys of engagement (Clarity, Context, Culture, and Challenge) in their planning and practice. ASCD and the network (CFN112) also supported teacher teams to create rubrics for ensuring that all lesson plans and learning activities in all core content areas are closely aligned to CCSS and all New York State Learning Standards. Teacher teams also utilized an assessment checklist to ensure that all assessments (teacher created and otherwise) are aligned with the New York State Learning Standards. As a result:</p> <ul style="list-style-type: none"> all teachers have actively participated in the revision of unit plans all teachers are participating in collaborative planning which greater accountability including peer feedback and reflection common planning time is now used as intentional planning sessions where teachers align the 4 keys of engagement into their lessons plans utilizing a revised learning / lesson plan template Every Thursday, our Special Education and General Education Teachers are provided support by a Special Education Support Intervention Specialist (SEIS), in the form of Professional Development, Coaching, and lesson design. 		

The impact on student performance was reflected in January Regents examinations with increases ranging from 23% to 36% in: ELA, US History, Algebra , Geometry and Living Environment and MOTP teacher effectiveness data indicates more consistent implementation of the interactional shifts and increased performance across areas 2a,2d,3b,3c,3d and 4f. An identified area for continued development is to enhance performance across areas 1a and 1b.

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 principal has organized a wide range scheduled activities which actively promote teacher collaboration. For example, all teachers have dedicated time for teacher teams to work together during Common Planning Time (CPT). Content teams meet 4 times per week for 45minutes. During this time, teachers have engaged in collaborative planning based on assessment data (teacher assessments and state assessments), which allows them to plan according to the identified needs of the students they teach. Teachers work to improve their lesson plans with protocols to ensure structure and timeliness of their meetings, and they also review student work to ensure that all students receive feedback on what they need to do to improve the quality of their work and that appropriate interventions are integrated into subsequent lesson plans. Teachers also meet as grade teams with a specific focus on tracking cohort data, devising action plans for support that includes, student conferencing, after-school tutoring, parent outreach/meetings. The Guidance Counselor facilitates these meetings.

We believe that if students are engaged in discussion through high level, quality teacher questioning, then they will develop critical thinking and metacognitive skills that will prepare them for the conceptual learning required for career and college pathways. Henry Street School Instructional Collaborative Vision has “3 Big Pillars”:

1. Academic Intervention

Purpose: To provide students in need with the supports necessary to meet our high expectations and become college ready

- Training for all teachers in how to read IEPs and use them to improve instruction
- Quarterly analysis of student progress – specifically tracking growth and progress
- 9th Period, Saturday School
- PD on differentiation by product, process and content
- Implementation of frequent, formative classroom assessment
- Assess student reading and vocabulary levels and provide modifications to help students read and comprehend texts at grade level text complexity

- College Counseling with College and Guidance Counselors for off-track 11th and 12th graders

Instructional Focus

- Teachers will frequently check for understanding and adjust lessons based on student understanding

2. College Readiness

Purpose: To provide students with challenging curriculum that requires critical thinking and analysis at a college level

- A department created college readiness goal that is tracked throughout the school year
- Common Core aligned Curriculum Map and unit plans for every course
- Weekly department meetings to discuss and refine curriculum, analyze student work and create common interim assessments
- Refinement of vertically and Common Core aligned skill sequences
- Research papers, Research in Gov't Class
- College Counseling for 10-12 graders
- College trips and college fairs for all grade levels
- Resources: Depths of Knowledge, UDL, Danielson Framework, Henry Street School Instructional Handbook

Instructional Focus

- Provide students with opportunities to participate in “productive struggle.”
- Insist that students use evidence to make claims through whole class discussion and/or writing

3.Data Driven Instruction

Purpose: To closely examine student mastery of content and to use data to create targeted lessons that specifically address student deficiencies

Goal: 100% of teachers will implement data driven instruction plan and use data to guide their instruction

Creation and implementation of quarterly interim assessments

- One-on-one data analysis meetings with admin after each interim assessment
- 2-3 day corrective teaching periods after each interim assessment
- Follow up data meetings to review data from retaught standards
- Training in Scantron/Excel Sheets
- Students provided with Student Proficiency Sheets after each interim assessment
- Students track own progress and set goals
- Targeted review and tutoring sessions based on data analysis

- Mock Regents in Fall and Spring

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.

By June 2016, in order to hold our school accountable and foster collaboration, teachers will commit to the improvement of tracking data for student success by having 100% of assessment data for each department inputted and analyzed four times a year based on our Quarterly Interim Assessments. Evidence will be noted by the Interim Assessment data and teacher team Corrective Instructional Shift Action Plans.

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 teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>All teachers will have dedicated time for teacher teams to work together during Common Planning Time (CPT). During this time, they will engage in collaborative planning based on assessment data (teacher assessments and state assessments), which allows them to plan according to the identified needs of the students they teach.</p> <p>Teachers will also meet as grade teams with a specific focus on tracking cohort data, devising action plans for support that includes, student conferencing, after-school tutoring, parent outreach/meetings.</p>	<p>All teachers CBO Director</p>	<p>September 2015 to June 2016</p>	<p>Principal ASCD CE</p>
<p>All teachers will continue to receive PD, support and coaching on:</p> <ul style="list-style-type: none"> • Data Driven Instruction • Planning coherent instruction, probing questions, and providing effective feedback • positive approaches to behavior management 	<p>All teachers CBO Director</p>	<p>September 2015 to June 2016</p>	<p>Principal ASCD CE</p>
<p>All teachers will participate in inquiry-based teams which will review student data – academic and social- emotional and student work in “Quarterlys”</p>	<p>All teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal AP</p>
<p>The Instructional Leadership team, which will include the site-based CBO Director, will analyze and disseminate student academic achievement, based on the 6-8 weekly interim assessments and social achievement, through the reduced level of infractions and level of daily attendance.</p>	<p>Principal, APs, Counselors, CBO Director Attendance coordinator</p>	<p>September 2015 to June 2016</p>	<p>Principal CBO Director Counselor</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.

Professional Learning materials (copies, supplies); per session for teachers; Principal, Assistant Principal, Curriculum Instructional Leads, Renewal Team, Classroom Teachers, Cluster Teachers, ELL and SETSS Teachers Curriculum Resources (Engage NY, Houghton Mifflin)

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	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant	X	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 there will be a 10% reduction in student referrals / infractions compared to February 2015 and a 10% increase in student performance on ELA and math tests since initial benchmark unit tests.

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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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>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>The Principal leads by example. In addition to her active involvement in all PD provided by our SIG partners and the network (CFN 112) she has established systems and processes to nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. She has implemented a Monday morning meeting for all faculty. The leadership cabinet team meets weekly with a minimum of a monthly focus on data analysis to drive school-wide decisions making. For instance, APPR data in Advance is examined so strategic decisions are made in how to support teacher progress. This involves better coordination of principal and AP support, but this data is also used to direct partner support, so as to strategically work with teachers who we understand (from the evidence) will benefit.</p> <p>We recognize that in order to continue to enhance the level of teacher performance there needs to be additional support and training for the wider leadership team, including continued professional development, support and coaching for emerging teacher leaders. As a newly designated Renewal Schools, the Principal understands the importance of ensuring that the faculty for next year is fully partnered and committed to the Renewal Initiative, including extended work time, increased performance outcomes, and mutual accountability</p>		

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?

How will school leader articulate a shared vision and mission to the entire school community?

As previously indicated the primary goal for HSSIS over the next three years will be to continue to improve the culture of the school for students, families and staff so that The Henry Street School for International Studies actively engages all stakeholders in the school improvement process to drive our core values and the vision of student ownership and achievement. Therefore, the school leader is committed to actively involving all stakeholders in articulating and continually reviewing and revising the shared vision to ensure that it is fully embraced by the whole community. In addition to ensuring that each stakeholder group is represented on the School Community Team and key committees and working parties this will also include actively promoting the vision and mission using a wide range of multi-media approaches including: school noticeboards, hallways displays, school website, parent and community newsletter, tweets, student and parent portal, staff and student handbook.

How will the Principal ensure the CBO partnership is strong?

The CBO will be an active partner in the development of the Renewal school initiative and the transition of HSSIS into a Community School. The CBO coordinator will be a full and active member of the School Cabinet. In order to cement this role one of the first initiatives that the CBO will undertake will be to conduct a needs-assessment of our school in order to understand our most urgent needs, short term interventions, and long term solutions.

We firmly believe that the CBO partnership will develop overtime into a truly integrated and mutually supportive partnership, where the school staff and the CBO staff become a unite faculty serving the needs of the local community. In relation to sustaining and supporting the social and emotional growth and health of the students we initially see that this will be through targeted interventions such as attendance initiatives, workshops, 1: 1 counselling and support groups and by utilizing Partnership with Children (PWC) as a means to provide extensive social and emotional supports. We recognize the need to, as a whole school, better address students' social and emotional needs and personal development.

How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

We plan to utilize the highly recommended services of Henry Street Settlement to embed a Social worker within the day to day life of the school. In addition to holding 1:1 and group sessions the Social Worker will also support and work with advisers to provide turnkey strategies to advisors for lessons and provide advice and support to individual teachers.

Henry Street Settlement social workers will provide a range of direct support services to students (and their families) ranging from individual counseling, crisis intervention, attendance outreach, activities to support students' social and emotional development, family engagement opportunities, and support and training for school staff.

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve?

The effective use of data to inform continuous school improvement is at the heart of the HSSIS model. The school cabinet, which includes CBO representatives, will adopt an Inquiry approach which will include monthly data-analysis and audits to ensure that the school, the staff, the students and the community which is serves continue to improve. The school's action plan will continue interim performance indicators against which progress will be measured including, but not limited, to student academic and social achievement.

What kind of supports?

The school is a SIG school and in addition to support from NYC and the network it will continue to receive support, professional development, training and coaching from a range of partners including: ASCD, Cambridge Education, Ramapo for Children, Learning Systems Associates and Henry Street Settlement.

Who would he/she collaborate with?

In addition to collaborating with key NYC staff and the range of external partners the school leader will actively collaborate with all key stakeholders including the members of the School Cabinet, The Community Council and the PTA.

What would those collaborations look like ?

The nature of the collaborations will vary depending on the organization form formal collaborations with groups such as the School Cabinet, PTA , CBO and SIG partners, to more informal collaborations such as with the other schools which share the Henry Street Campus

How would the leader organize student and teacher programs to ensure students' needs are met?

In view of the changing nature of the school and the fact that there will be a very small middle school next year the school will adopt a range of innovative programs and approaches, including for example multi-grade teaching in the middle school, enhanced individualized learning, through the use of IT. The school will also maximize the benefits of the Expanded Learning Time, including the Renewal Hour, to ensure that students have access to a wide range of programs that enable them to become truly college and career ready. The school is developing, in collaboration with all its partners including the CBO, a comprehensive Professional Development Plan to ensure that teachers will have access to a wide range of job-embedded professional development programs, including individual coaching and mentoring, to ensure that they are full equipped to actively support and meet the social and academic needs of the students in their care. The outcome of the co-interpretation meeting, recently facilitated by AIR, will be used to inform this PD plan.

Fiscal capital?

The schools' RSCEP and SIG have both been developed collaboratively with all stakeholders. The action plans, contained in these key documents, will be used by the school leader and the school cabinet to inform the strategic decisions which

need to be taken during the year. This will ensure that fiscal/ capital resources are efficiently and effectively deployed in line with the strategic plan for the school.

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?

The school leader has developed a comprehensive plan to ensure that that the APPR requirements for formal and informal observations are met in full. In addition with the support of ASCD and Cambridge Education, the school has a significant focus of multiple –observations by multiple including peer-observations, to ensure that all teachers are observed on a regular basis and that all teachers receive accurate and timely feedback that leads to actionable change. Through the use of ‘running records’ subsequent observation also focus on the agreed changes so that teachers received feedback which is aligned to their professional development needs.

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?

Shared accountability is essential to the success of HSSIS. The teachers, school leaders, CBO, external partners, and community members all realize that achieving academic and social success to all students is a collaborative activity. On a monthly basis the school cabinet will review all key performance data- including for example interim assessments, attendance, tardiest infractions. At the end of each marking 6-8 week marking period the end of unit data will be an added focus of the data Inquiry team. The school will utilize a range of systems to share this data with all partners, including a data-wall, for tracking whole school and individual student progress, spreadsheets and powerpoint presentations. The summary data will also be shared via newsletters and other media with parents and community groups.

What and how will the leader delegate to assistant principals and the community school director?

The school leader will work in collaboration with the assistance principals and the community school director to agree their specific areas of responsibility based on the experience and expertise of the post holders.

However, it is envisaged that the APs will take specific responsibility for the organization and management of the Middle School and High School. They will also share responsibility for the supervision of students and teachers, including participating in the MOTP process to ensure that all teachers continue to make progress.

In relation to the community school director it is envisage that they will assume responsibility for all facets relating to Community and Culture. Including for example: school culture, celebration, non –academic partners, family and parent workshops, expanded learning time, Community Forums, Community School Team (CST) Meetings, Family Assessment, Home Visits, Partnership with School and Partnership with Community members:

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.

By June 2016, there will be a 35% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice evidenced by facilitation of department, grade teams and Professional Development. Evidence will be collected via team and PD meeting agendas, minutes and action plans



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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Development of key strategic leadership groups to have oversight of the strategic development of the schools, including for example:</p> <ul style="list-style-type: none"> • School Cabinet, with inclusive membership including CBO • School Community Team, with representation from all key stakeholders and key partners 	<p>School administration</p> <p>Teachers</p> <p>CBO\</p> <p>Community groups</p>	<p>September 2015 to June 2016</p>	<p>Principal</p> <p>CBO Director</p>
<p>The Instructional Leadership team, which will include the site-based CBO Director, will analyze and disseminate student academic achievement, based on the 6-8 weekly interim assessments and social achievement, through the reduced level of infractions and level of daily attendance.</p>	<p>Administrators</p> <p>CBO</p>	<p>September 2015 to June 2016</p>	<p>Principal</p> <p>CBO Director</p>
<p>All teachers will participate in inquiry-based teams which will review student data – academic and social-emotional and student work at least every 6- 8 weeks.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal</p> <p>CBO Director</p>
<p>All teachers will receive PD, support and coaching on:</p> <ul style="list-style-type: none"> • social-emotional development • positive approaches to behavior management 	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal</p> <p>CBO Director</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.

Professional Learning materials (copies, supplies); per session for teachers; Principal, Assistant Principal, Curriculum Instructional Leads, Renewal Team, Classroom Teachers, Cluster Teachers, ELL and SETSS Teachers Curriculum Resources (Engage NY, Houghton Mifflin), Henry Street Settlement

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	X	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, there will be a 25% increase of faculty taking part in Professional Development Plan.

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.	E
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.	D/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>All HSSIS students will be required to attend ELT, referred to as “9th period,” Tuesday-Friday afternoons. Students will be offered a number of courses to promote credit recovery, prepare for Regents Examinations, and enrich student achievement with the goal of developing students to be better college and career ready upon completion of high school.</p> <p>All instruction in core academic subject areas will be provided under the supervision of an NYS certified teacher. The principal and school administrative staff will supervise and coordinate all ELT offerings related to credit recovery and Regents preparation. Additionally, the principal and administrative staff will provide weekly professional development opportunities to teachers in order to enhance instructional efficacy and build upon classroom management.</p> <p>In implementing the Community School model in collaboration with HSSIS, HSS would leverage decades of experience as a premier afterschool provider to integrate diverse expanded learning/enrichment activities that meet the needs of middle/high school and over-age/under-credited students. Activities would be tailored to the needs, characteristics, and feedback of HSSIS’s student body and leadership, and respond to the fact that 32% of HSSIS students have IEPs and the school’s four year graduation rate is 25% lower than the NYC average. Activities would be strategically linked to school-day academics in order to reinforce student learning and academic achievement. HSS would also align all activities with the vision/priorities of HSSIS’s principal, SLT, students/parents, and School Renewal/CS Plans. HSS recommends a range of expanded learning/enrichment activities, including:</p>		

Our school survey results also indicates that:

- 96% of parents believe that my child is safe in the school
- 95% of parents believe that school is responsive to feedback
- 94% of parents report that there is an adult my child go to with a problem
- 94% of parents believe that high expectations for my child

In spite of the successes this year we recognize that even greater focus need to be given to enhancing family-community engagement and we have already held discussions, with both our CBO and SIG partners, to enable us continue to develop meaningful parent workshops to inform, instruct and engage our parent population.

Trust

As a newly designated Renewal School, and recipient of the School Improvement Grant (SIG), effective communication and trust is critical for stakeholder buy-in. While the urgency of school improvement must be clearly conveyed, I have found that trustful communication rooted in support is of the utmost importance in moving this work forward. In my three years as Principal, I have increased communication through weekly updates, morning meetings, and an open door policy so that we are all on the same page, and everyone is trusting of the changes because decisions are transparent. I have gained the trust and respect of all my stakeholders at my school and they know that I am tireless about my vision of student ownership and achievement, and that it cannot be compromised. I continue to support and push teachers thinking, including push them If I believe they are not on board with the school vision, and do not achieve positive outcomes for their students.

As a result, we have found that everyone is working towards 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.

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?

All instruction in core academic subject areas will be provided under the supervision of an NYS certified teacher. The principal and school administrative staff will supervise and coordinate all ELT offerings related to credit recovery and Regents preparation. The Henry Street Settlement will be responsible for implementation of the Community School program in partnership with school administration, teachers, students and families. Specifically, HSS will oversee

college counseling services for high school students. Oversight will ultimately be provided by Greg Rideout, Deputy Program Officer for Education and Employment Services. However, Mr. Rideout will be supported by a fantastic team of managers. The Community Schools Director, Cody Lallier, will provide direct program supervision on site. He will receive immediate supervision from Brian McCollam, Director of High School Initiatives, who reports to Matthew Phifer, Senior Director of Education Services.

Monthly Community School Team (CST) Meetings - We will include the HSSIS principal, teachers, community leaders and parents/caregivers in our CST monthly meetings to deepen leadership roles. Community members and parents will be actively involved in driving school change and ensuring that the program model is meeting the individual needs of the students and the school.

Key stakeholders already identified include other programs within the Settlement, including our Workforce Development Center, Parent Resource Center, Neighborhood Resource Center, and Abrons Arts Center. Additional stakeholders will include Leadership, Vaughn College, and Hall of Science. Further stakeholders will be identified and secured once a complete needs assessment is completed by school personnel, students, and families.

To date, school administration and CBO administration have discussed important milestones relative to program impact on student achievement, including teacher and student average daily attendance, average GPA, number of students graduating on time and college ready, numbers of behavior incidents, quantity and quality of teacher professional development, opportunities for student leadership and community service, and enrollment growth, particularly numbers of HSSIS 8th graders who remain at HSSIS for 9th grade and outside 9th grade admissions

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.

From September 2015 to June 2016, the school will increase its percentage of parents attending school events, i.e., SLT, PTA, Parent Teacher Conference, Parent Workshops from 2% of our total parent/guardian population to 5% as measured by the parent logs and sign in sheets.

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>CBO conduct a needs-assessment of our school in order to understand our most urgent needs, short term interventions, and long term solutions. Henry Street Settlement will work closely with the school’s attendance officer on parental outreach, home visits and an incentive scheme for the year</p>	<p>CBO</p>	<p>September 2015 to June 2016</p>	<p>Principal CBO Director</p>
<p>Our Teachers and Guidance Counselors will continue to use the Parent Outreach Time on Tuesdays from 2:45-4:00 pm to communicate with the families of the students we serve.</p> <p>As a school we will also continue to attend recruitment fairs, and host Open-house for our prospective Middle and High School students to engage new parents and expose them to who we are as a school.</p>	<p>Teachers Counselors CBO</p>	<p>September 2015 to June 2016</p>	<p>Principal Counselor CBO Director</p>
<p>We will also continue to use the new Henry Street School website as a method to communicate upcoming school events with our parents and we will continue to develop meaningful parent workshops to inform, instruct and engage our parent population.</p>	<p>Teachers Counselors CBO</p>	<p>September 2015 to June 2016</p>	<p>Principal CBO Director</p>
<p>In addition to having access to the online parent portal all parents will receive interim report cards, every 6- 8 weeks to ensure that they are fully informed on student progress</p>	<p>Teachers Counselors CBO</p>	<p>September 2015 to June 2016</p>	<p>Principal CBO Director</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>
<p>Counselors, Henry Street Settlement, RAMAPO, Leadership Program, Professional Development Materials, Americorp Parent outreach personnel</p>
<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		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	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 parent attendance will have increased to 3% of our total parent/guardian population as measured by the parent logs and sign in sheets.

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.
100% of students will participate in the Renewal Hour and will also have the opportunity to participate in the wider ELT program. At least 50% of all students will attend either the school ELT program or the After-School program

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	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.				
We will continue to actively communicate both the ELT and After-School programs and the benefits of student participation through a range a communication tools including: Notices., Parent Notification, School Messenger, PTA , morning meetings				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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?
<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?
In implementing the Community School model in collaboration with HSSIS, HSS would leverage decades of experience as a premier afterschool provider to integrate diverse expanded learning/enrichment activities that meet the needs of middle/high school and over-age/under-credited students. Activities would be tailored to the needs,

characteristics, and feedback of HSSIS's student body and leadership, and respond to the fact that 32% of HSSIS students have IEPs and the school's four year graduation rate is 25% lower than the NYC average. Activities would be strategically linked to school-day academics in order to reinforce student learning and academic achievement. HSS would also align all activities with the vision/priorities of HSSIS's principal, SLT, students/parents, and School Renewal/CS Plans. HSS recommends a range of expanded learning/enrichment activities, including:

Academic Enrichment : HSS would offer daily homework help, tutoring, test prep, high school/college access activities, study skills development, and STEM/ literacy academic enrichment. Experienced HSS staff would develop academic activities in partnership with HSSIS teachers/administrators to ensure that they support 21st Century skills and are aligned with school-day learning and the Common Core standards. In order to foster peer support and leadership development, HSS would implement study groups that pair older students with younger students and/or students who are strong in certain subjects with those who are struggling.

Arts Enrichment: HSS would leverage the resources of our Abrons Arts Center in support of expanded learning/enrichment activities. The Abrons operates StudioLab, a robust arts-in-education program that places talented artists in a variety of disciplines—music, dance, theater, and visual arts—into after-school programs. In FY14, StudioLab partnered with 17 public schools throughout the city, providing more than 1,500 students with in-school and after-school arts experiences to deepen students' understanding of historical and contemporary art forms.

Sports & Recreation: HSS has significant experience facilitating sports-based youth development, and we would implement sports/recreation activities into afterschool activities to help students learn the importance of healthy living and build teamwork and leadership skills. HSS would determine sports offerings based on surveys of HSSIS's students and faculty. Within our current afterschool programs, HSS facilitates basketball clinics, leagues, and tournaments; volleyball; flag football and rugby; and open gym hours. Our sports offerings are contextualized with life skills and designed to help youth build social/emotional competencies, leadership, and healthy living habits. We maintain strong partnerships with the Police Athletic League, Play Rugby, Coach Across America, and Pro Hoops for the provision of youth sports programming, and would leverage these established relationships to support sports offerings within HSSIS.

Student Clubs & Service Learning : HSS would facilitate the development of a variety of after-school clubs which students would be encouraged to join based upon their interests. Club offerings would be tailored to student needs and might include student government, journalism/media, creative writing/spoken word, and LGBTQ support. Such clubs would facilitate team-building, allow youth to explore interests in a nurturing environment, and positively influence school culture. HSS would also implement community service learning opportunities. For example, students might take field trips to museums/cultural institutions; partner with the local police precinct and merchants to address safety concerns in the community; or complete internships/job-shadowing with community partners to explore the world of work. These activities would strengthen student's academic performance, confidence, and career- and college-readiness.

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.

The Henry Street Settlement will be responsible for implementation of the Community School program, in partnership with school administration, teachers, students and families. Oversight will ultimately be provided by Greg Rideout, Deputy Program Officer for Education and Employment Services. However, Mr. Rideout will be supported by a fantastic team of managers. The Community Schools Coordinator, yet to be identified, will provide direct program supervision on site. This individual will receive immediate supervision from Brian McCollam, Director of High School Initiatives, who reports to Matthew Phifer, Senior Director of Education Services.

Key stakeholders already identified include other programs within the Settlement, including our Workforce Development Center, Parent Resource Center, Neighborhood Resource Center, and Abrons Arts Center. Additional stakeholders will include the Futures Project, Ramapo for Children, Partnership with Children. Further stakeholders will be identified and secured once a complete needs assessment is completed by school personnel, students, and families.

To date, school administration and CBO administration have discussed important milestones relative to program impact on student achievement, including teacher and student average daily attendance, average GPA, number of students graduating on time and college ready, numbers of behavior incidents, quantity and quality of teacher professional development, opportunities for student leadership and community service, and enrollment growth, particularly numbers of HSSIS 8th graders who remain at HSSIS for 9th grade and outside 9th grade admissions.

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

ELT will be implemented throughout the entire school year (September 9, 2015 - June 28, 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.

Counselors, Henry Street Settlement, Leadership Program, Professional Development Materials

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.

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

The school will monitor student participation and attendance rates and will cross-reference for all participating students the academic achievement on the 6-8 weekly interim assessments and the social achievement, through the reduced level of infractions and level of daily attendance.

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.

Our primary goal over the next three years will be to continue to improve the culture of the school for students, families and staff so that The Henry Street School for International Studies actively engages all stakeholders in the school improvement process to drive our core values and the vision of student ownership and achievement.

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 Community School program will serve 100% of the students at HSSIS.

- 90% qualify for free/reduced lunch
- 19% of students are living in temporary housing
- 12.2% of our student population are English Language Learners
- 32.2% are Students with Disabilities.

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.

As indicated in the earlier sections Henry Street School for International Studies (HSSIS) has partnered with Henry Street Settlement (HSS) as our CBO. There will be a full time CBO Director based at the school who will serve on the School Cabinet.

Henry Street Settlement has a longstanding partnership with the Henry Street School for International Studies (HSSIS), successfully working with three school principals over the last nine years to provide quality educational enrichment services to the student body.

Since 2013, Henry Street has provided SAT Preparation classes coupled with on-site college counseling services on a part-time basis:

Three years ago, Henry Street was fortunate to secure an Extended Day Violence Prevention contract, which allowed the agency to provide after-school SAT services to a number of high schools on the Lower East Side, including HSSIS, the Bard High School Early College, and Lower Manhattan Arts Academy. Concurrently, Manhattan School District 1 secured an Extended Day contract and requested that **Henry Street serve as a subcontractor to couple SAT classes with on-site college counseling services on a part-time basis**. As a culture of college awareness and preparedness began to take hold at the school, the district secured its own 21st Century Community Learning Grant for the school, and again looked to Henry Street to subcontract for college access services.

As of the 2014-15 school year, combining the resources from these multiple subcontracts, Henry Street now operates a full-time college office at HSSIS. This commitment to developing a college going culture, as well as our ability to be in the school full-time, has certainly paid off this school year where we have already helped 43 out of 65 seniors submit college applications, up from 26 out of 63 the previous year, and 16 have already received letters of acceptance! In addition, the school is currently celebrating its first ever Posse Foundation Scholarship Recipient; Mariel Arias will attend Dickerson College beginning next year, with a full four-year scholarship.

Henry Street's most recently launched program at HSSIS is the Middle School Success Center, which serves students from HSSIS and their parents, as well as students and families from the two other middle schools within the Corlears Educational Complex (CASTLE and University Neighborhood Middle School). Henry Street was selected by the New York City Department of Education's Office of Post-Secondary Education to open only the second Middle School Success Center in the entire city. This transformative model works with middle school students to help them make informed choices about the high school choice process, preparing them to get on the road to college and career paths, helping to create a college bound culture across the schools. Additionally, the program provides youth leadership development (including leadership training and a peer education service element); early college awareness; mental health counseling; and referrals to support services. HSSIS middle school students benefit from all of these services, and those who are seeking admission to specialized, private and/or high performing high schools receive help with the application process. Since September 2014, 97% of 8th graders at CEC have accessed services from the MSSC; 100% of MSCC participants seeking high school placements (including 19 from HSSIS) turned in applications by the first HS application deadline. We have also held a series of preparation classes for the Specialized High School Admissions Test and visited 28 City high schools.

Since 2005 Henry Street has provide comprehensive after school programming for all middle schools in the Corlears Educational Complex, including HSSIS, with the support of the 21st Century Community Learning Grants. In the first five years, our program served over 100 young people in grades 6-8 with programming that promoted health and wellness (physical fitness training, rugby leagues, and cooking clubs); positive behavior reinforcement and leadership development; homework assistance, and arts programs (like the videography project, which taught youth how to tell stories through film). Over the course of this contract, Henry Street's programming consistently met NYSAN programming expectations and met or exceeded academic and other performance targets set by the New York State Department of Education.

Henry Street plans to offer the following AIDP activities :

Counseling:

HSS will provide weekly individual and group counseling to HSSIS students based on academic standing, previous chronic absenteeism, recent attendance struggles, referral, and/or walk-in availability. HSS will inform students and families of community partners and resources during the program's kickoff events, provide resources during family assessments, conduct formal workshops and presentations, and also conduct informational tabling during school-wide events such as parent-teacher conferences. In addition, HSS staff will work closely with Partnership with Children, an organization that will provide the HSSIS with an additional social worker and several interns for individual and family counseling, crisis intervention, behavior management, and much more.

Family Involvement

HSS will conduct family assessments and home visits for parents of high-risk youth. HSS will partner closely with Parent Coordinators to formulate the best strategy for parent engagement.

Parent workshops facilitated by HSS and/or partner organizations and will focus on topics relevant to the high school population, such as college access, Common Core in the high school curriculum, Regents and SAT preparation, as well as violence/drug abuse, STD, and pregnancy prevention. HSS will also use parent-teacher conferences and other school events as opportunities to engage with parents. HSS will partner with the SLT to facilitate meetings, mailings, "robocalls," mass texts, flyers, and emails to remind families and students about school events and policies.

Incentives

HSS attendance improvement programming incorporates innovative short-term individual incentives and long-term group incentives. For example, on a biweekly basis, students who meet attendance criteria are awarded with gift cards or movie tickets; on a monthly basis, students who meet targeted attendance minimums are eligible to participate in a field trip (bowling, ice skating, etc). At the end of each semester and school year, the top 3-5 students who demonstrate the greatest improvement in attendance/academics, and/or achieve the best overall attendance and grades receive larger incentives/awards.

HSS will actively contribute to the development of a support environment

HSS currently operates an Article 31 OMH licensed clinic, which has been a leader in mental health services within the Lower East Side since 1946 located across the street from the school. We also run School-Based Mental Health Clinics (SBMHC) in five local schools, serving over 150 elementary-middle schoolers.

We plan to establish an on-site, fully integrated SBMHC at HSSIS. Our services, will be delivered by an experienced and culturally sensitive LCSW and MSW staff. They will include a wide range of appropriate interventions and resources for students, parents, and the HSSIS staff. The SBMHC staff will work directly with the school team along with the principal and Coordinator to assess and determine specific school (universal interventions) and classroom-level and small group behavioral health interventions towards mental health (MH) awareness and connecting youth to services to improve the school climate. The SBMHC will significantly enhance resource development for mental health services and meet these Community School RFP goals:

Offer mental health services to all students who need them. The SBMHC will have an appropriate number of experienced MH staff embedded within HSSIS.

Increase access to universal, selective, and targeted mental health services , including clinical treatments using evidence-based models and practices. All MH services will use evidence-based models. Our school-wide services such as workshops and staff trainings listed below, will deliver universal interventions. Selective interventions, including early or preventive interventions will take place through group work. Targeted services will be offered on

a short-term or long-term basis. Interventions may include one or a combination of behavioral modification, trauma-focused cognitive behavioral therapy, crisis intervention, and/or medication management, home visits and referrals, among others.

Educate teachers, students, and parents about mental health issues and practices . Our SBMHC will positively affect the culture of the school/enhance programming by providing resources such as workshops and professional development, on topics per the needs assessment. Student workshops will cover relevant topics like self-care or conflict resolution. Staff will receive education about mental health issues, early detection and prevention, education and classroom support, among others. Parent offerings may include topics like decreasing stress around test-taking and recognizing signs of common mental health disorders in adolescents/effective treatment options. Additionally, HSS will work collaboratively with We also have an existing partnership with Ramapo for Children a current HSSIS CBO partner as they support the Advisory Curriculum and work to empower teachers as leaders.

Decrease stigma around mental health in the school community . We will hold events like a Mental Health Awareness Month to de-stigmatize mental health treatment and show what types of modalities and treatment we are using.

- Leverage opportunities within the school and the community to provide needed services to students and parents . We will collaborate with school services to maximize our impact. Within the community, our nearby Article 31 clinic has an on staff psychiatrist. Our Health Navigators can help uninsured families enroll in health insurance plans.

Strong family engagement

Henry Street's effective community school model is directly linked to parent/caregiver involvement and the broader engagement of community members. We will immediately establish effective communication with families, engaging a variety of strategies to fully engage them, and other community members:

Community Forums: HSS will work with school leadership to host inaugural and ongoing community forums to engage parents, caretakers, and community members about the reforms taking place at the school and show parents how they can actively participate in the community school and their child's education. Parent leadership will be integral at these forums to help get buy-in, providing an important venue for ongoing dialogue about the successes and challenges of the new programs and changes at the school. Further, it will provide an ongoing opportunity to incorporate the expertise and knowledge of parents and community members into all assessment and planning activities.

Monthly Community School Team (CST) Meetings - We will include the HSSIS principal, teachers, community leaders and parents/caregivers in our CST monthly meetings to deepen leadership roles. Community members and parents will be actively involved in driving school change and ensuring that the program model is meeting the individual needs of the students and the school.

Family Assessments: Social Workers will serve as point persons for families and facilitate connection to all needed resources to support the education, health, and social/emotional development of students. They will conduct family assessments with the parents/caretakers and students to determine assets and needs, and coordinate referrals accordingly. We also determine and implement parents' and students preferred method of communication (phone, text, or email). We anticipate that parents will benefit enormously from HSS's constellation of services, such as free benefits enrollment, legal services, mental/primary health services, parenting classes, and job placement services.

Home Visits : When a caregiver is unresponsive or home bound, we will make home visits in order to encourage parent/guardian involvement and complete assessment/action planning.

Partnership with School Parent Coordinators and Workshops : HSS's team will work very closely with DOE Parent Coordinators (PCs) to analyze attendance data, conduct mailings, and communicate with parents and other community members. We will utilize the current programming at the school, including parent-teacher conferences

and school events as opportunities to engage with parents. In collaboration with PCs, we will provide workshops on topics that respond to needs identified in family assessments, such as career development for parents, parent workshops, and celebrations like holiday potlucks, awards ceremonies, and talent shows.

Partnership with Community members: Local stakeholders will be involved in the community school planning process as stakeholders in the process, as well as through CST involvement. We also envision roles for community stakeholders as providers for career exploration experiences, apprenticeships or internships, which will develop mutual respect between local business owners and students.

Expanded Learning Time

In implementing the Community School model in collaboration with HSSIS, HSS would leverage decades of experience as a premier afterschool provider to integrate diverse expanded learning/enrichment activities that meet the needs of middle/high school and over-age/under-credited students. Activities would be tailored to the needs, characteristics, and feedback of HSSIS's student body and leadership, and respond to the fact that 32% of HSSIS students have IEPs and the school's four year graduation rate is 25% lower than the NYC average. Activities would be strategically linked to school-day academics in order to reinforce student learning and academic achievement. HSS would also align all activities with the vision/priorities of HSSIS's principal, SLT, students/parents, and School Renewal/CS Plans. HSS recommends a range of expanded learning/enrichment activities, including:

Academic Enrichment : HSS would offer daily homework help, tutoring, test prep, high school/college access activities, study skills development, and STEM/ literacy academic enrichment. Experienced HSS staff would develop academic activities in partnership with HSSIS teachers/administrators to ensure that they support 21st Century skills and are aligned with school-day learning and the Common Core standards. In order to foster peer support and leadership development, HSS would implement study groups that pair older students with younger students and/or students who are strong in certain subjects with those who are struggling.

Arts Enrichment: HSS would leverage the resources of our Abrons Arts Center in support of expanded learning/enrichment activities. The Abrons operates StudioLab, a robust arts-in-education program that places talented artists in a variety of disciplines—music, dance, theater, and visual arts—into after-school programs. In FY14, StudioLab partnered with 17 public schools throughout the city, providing more than 1,500 students with in-school and after-school arts experiences to deepen students' understanding of historical and contemporary art forms.

Sports & Recreation: HSS has significant experience facilitating sports-based youth development, and we would implement sports/recreation activities into afterschool activities to help students learn the importance of healthy living and build teamwork and leadership skills. HSS would determine sports offerings based on surveys of HSSIS's students and faculty. Within our current afterschool programs, HSS facilitates basketball clinics, leagues, and tournaments; volleyball; flag football and rugby; and open gym hours. Our sports offerings are contextualized with life skills and designed to help youth build social/emotional competencies, leadership, and healthy living habits. We maintain strong partnerships with the Police Athletic League, Play Rugby, Coach Across America, and Pro Hoops for the provision of youth sports programming, and would leverage these established relationships to support sports offerings within HSSIS.

Student Clubs & Service Learning : HSS would facilitate the development of a variety of after-school clubs which students would be encouraged to join based upon their interests. Club offerings would be tailored to student needs and might include student government, journalism/media, creative writing/spoken word, and LGBTQ support. Such clubs would facilitate team-building, allow youth to explore interests in a nurturing environment, and positively influence school culture. HSS would also implement community service learning opportunities. For example, students might take field trips to museums/cultural institutions; partner with the local police precinct and merchants to address safety concerns in the community; or complete internships/job-shadowing with community partners to explore the world of work. These activities would strengthen student's academic performance, confidence, and career- and college-readiness.

Part 3 – Community School Program Implementation and Oversight

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

1. 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.
2. 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).
3. Explain how you will evaluate the program to assess its impact on student achievement.

Henry Street Settlements' full-time school based CBO director will be responsible, under the direction of the school principal for implementing overseeing the Community School .

As previously indicated, in implementing the Community School model in collaboration with HSSIS, HSS would leverage decades of experience as a premier afterschool provider to integrate diverse expanded learning/enrichment activities that meet the needs of middle/high school and over-age/under-credited students. Activities would be tailored to the needs, characteristics, and feedback of HSSIS's student body and leadership.. Activities would be strategically linked to school-day academics in order to reinforce student learning and academic achievement. HSS would also align all activities with the vision/priorities of HSSIS's principal, SLT, students/parents, and School Renewal/CS Plans.

HSS recommends a range of expanded learning/enrichment activities, including:

- Academic Enrichment
- Arts Enrichment

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

Henry Street Settlement, Mental Health Clinic, Leadership Program, Parent Workshops, PD Material based around socio-emotional guidance, Counselors,

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

September 2015 is the proposed start date for the Community School program. Which will initially focus on:

- Counseling
- Social worker support
- Expanded Learning Time
- Family and Community Engagement
- On site College office
- SAT Preparation classes coupled with on-site college counseling services
- School-Based Mental Health Clinic (SBMHC)

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)	<p>Review of data</p> <p>College and career readiness index, Scholarship reports, Formative and summative assessments; Academic Intervention student plans</p> <p>Corrective Action Plans</p>	<ul style="list-style-type: none"> • Senior Saturday Academy in January • School-Wide Independent Reading Program • Regents Preparation in June Saturday Academy 	<ul style="list-style-type: none"> • Group Instruction; • Whole Class instruction • After school tutoring in targeted skills 	<ul style="list-style-type: none"> • ELT • Saturday Academy 		
Mathematics	<p>Review of data</p> <p>College and career readiness index, scholarship reports, formative and summative assessments; Academic Intervention student plans</p> <p>Corrective Action Plans</p>			Pull out Mathematics in MS	Small group, after school tutoring; Whole Class instruction, After school tutoring in targeted skills	Saturday Middle School Academy 4 Times per year. HS Saturday Regents prep 7 Sessions in

				January and May and June
Science	College and career readiness index, scholarship reports, formative and summative assessments; Academic Intervention student plans Corrective Action Plans	CBO - Hall of Science – Offers hands on lab experiences	Tuesdays and Thursdays AIS, after school During the School Day	Saturday Middle School Academy 4 Times per year. HS Saturday Regents prep 7 Sessions in January and May and June
Social Studies	College and career readiness index, scholarship reports, formative and summative assessments; Academic Intervention student plans Corrective Action Plans	Senior Saturday Academy Targeted Instruction in Global and US	US History Regents Preparation; Group Instruction	Saturday Middle School Academy 4 Times per year. HS Saturday Regents prep 7 Sessions in January and May and June
At-risk services <i>(e.g. provided</i>	Counseling Services provided by GC and on site outside agency, turning points Corrective Action Plans	Advisory Program 2 x per week for	Advisory Program 2x for 7th and	During the school day

<i>by the Guidance Counselor , School Psycholog ist, Social Worker, etc.)</i>		7th and 8th Grade Mandate d Counselin g and at- risk counselin g	8th Grade per week. Mental Health Clinic Henry Street Settleme nt	through Advisor y 2x per week 7th and 8th grade, and group counseli ng once a week for at risk student s. Mental Health. Henry Street Settleme nt
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Section 9: 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.
The following are the strategies and activities used for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified. All teachers are given professional development (PD) weekly, as well as on professional development days dedicated to staff development. Positions are posted on the online Department of Education web site where candidates can apply. Teachers are mentored by a master teacher. All new teachers are mentored by an experienced and well-developed teacher.

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).
<p>Our Instructional Focus and Professional Development will be on setting up and implementing four Data Driven Instruction Cycles</p> <p>Purpose: To closely examine student mastery of content and to use data to create targeted lessons that specifically address student deficiencies</p> <p>Goal: 100% of teachers will implement data driven instruction plan and use data to guide their instruction</p> <ul style="list-style-type: none"> · Creation and implementation of quarterly interim assessments · One-on-one data analysis meetings with admin after each interim assessment · 2-3 day corrective teaching periods after each interim assessment · Follow up data meetings to review data from retaught standards · Training in Scantron/Excel Sheets

- Students provided with Student Proficiency Sheets after each interim assessment
- Students track own progress and set goals
- Targeted review and tutoring sessions based on data analysis
- Mock Regents in Fall and Spring

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.).

n/a

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.

Teacher teams evaluate the effectiveness of the multiple assessment measures used within the units of study in quarterly interim assessments. Assessment results on a class level will be utilized to revise the units of study. Grade and Department level data will inform school wide decisions 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	199,285.00		
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	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,725,187.00		

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 10: 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. **[School name]**, 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. **[School name]** 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

[School name] , 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: <u>Henry Street School for Intern</u>	DBN: <u>01M292</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

“Literacy Enrichment Program for English Language Learners”

Rationale:

An analysis of Report Card Data, standardized test scores, and our NYSESLAT data indicate that our Beginner and Intermediate English Language Learners' Literacy progression is below that of their English-speaking peers.

Instructional Program #1/Language of Instruction/Materials:

We will incorporate a Literacy Support Program with a specific focus on Writing. Through the use of ESL and content teacher-made materials, online content videos, and online translation software, we will offer direct support to students in building their Writing Skills to then transfer to the written work required in their various Content Areas. In addition, we will purchase Writing materials from (1) BookSource: ELL Collection and (2) ESLgold to support students development in Academic Writing for content courses.

Our English Language Learners are expected to produce well-written lengthy assignments of different types (informative, argumentative, and expository). To support their efforts in these types of written works, students will be provided with daily “writing to learn” activities that help to build their skills in grammar, sentence structure, paragraph structure, transitional words and phrases.

The primary language of instruction will be in English.

Native Language support will be provided as needed.

Students To Be Served:

The program will be comprised of up to 20 ELLs of varying English Proficiency Levels.

Schedule and Duration:

This Instructional Program will take place on Tuesday through Friday from 7:20 - 8:20 AM.

It will run from December through March for a total of 45 sessions.

Teachers & Certification:

Program will be taught by one ESL Certified Teacher.

_
“Enrichment Program for English Language Learners: Oral Language Development”

Instructional Program #2:

Rationale:

Research shows that prior to acquiring academic language, language learners must first gain some level of proficiency in their Oral Language Development. Therefore, it is essential that teachers link new concepts with students' background experience and past learning. This link should not be inferred but must be made explicitly. Based on our 2013 – 2014 NYSESLAT Scores, our Beginners have made some progress in their Oral Language skills. However, our Intermediate students still demonstrate a need for continuous targeted support in the areas of Listening & Speaking.

Oral Language ultimately provides the foundation for students in the area of Listening, Speaking, and Writing. Hence, this Enrichment Program is designed to focus on the development of two* of the 5 Components of Oral Language:

*Vocabulary

*Syntax

The curriculum will be focused around “Weekly Themes” using current local, national, and global news events and themes for students to engage in collaborative discussions, debates, speeches, and/or interviews.

Part B: Direct Instruction Supplemental Program Information

Students to be Served:

The program will be comprised of a group of up to 20 ELLS of varying English proficiency levels.

Schedule & Duration:

While the Instructional Focus will remain the same; the program will have two components: Part A and Part B

Part (A): Week Day Program which will then extend into a Part (B): Saturday Program

Part (A): This component will take place on Wednesday & Thursday from 2:40 to 5:10 PM.

It will run from December through March for a total of 24 Sessions.

Part (B): This component will take place on a few selected Saturdays each month from 10 AM to 2 PM.

It will run from February to April for a total of 4 Sessions. The Saturday dates are as follows:

February 21; March 14 & 21; April 18

In addition to our students, parents will be invited to join their child during the Saturday Program to enhance their own oral literacy in English.

Teachers & Certification:

This program will be taught by ONE certified ESL teacher.

Materials:

We will support students' oral development skills through the use of ESL teacher-made materials and ELA content material. We will utilize our prior investment in two texts: Access: American History and Access: Science. This is mainly because many of the themes for discussion, debate, etc. will have either a historical and/or scientific connection.

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: _

Rationale:

Last year the school community collaborated to review our Vision and Values which resulted in commitment from all stakeholders to a Vision of Student Ownership and Achievement. Our primary goal over the next three years will be to continue to improve the culture of the school for students, families and staff so that Henry Street actively engages all stakeholders in efforts of attaining our Vision.

In order to achieve this goal, our school community will focus on several areas, one of which is:

-Ensuring that all teachers have access to high quality Professional Development and resources which enables them to develop and grow personally and professionally.

To that end, we acknowledge that our teachers need both overall support as well as targeted support for our sub-groups - one of which is our 12% population of English Language Learners. This is in direct alignment with our 2014 - 2015 Citywide Instructional Expectations which allows us to "ensure that all pedagogues have knowledge of their ELL students and their work to then use as the starting point for planning."

Participating Teachers & Areas of Certification:

Our Professional Development designed specifically to address the needs of our English Language Learners will be provided to the following staff members:

*1 Licensed Spanish Teacher

*1 Licensed Chinese Teacher

*2 Licensed ESL Teachers

*4 Licensed ELA Teachers

Part C: Professional Development

*2 Licensed Science Teachers

*4 Licensed Math Teachers

*2 Licensed Social Studies Teachers

*4 Licensed Special Education Teachers

ELL Specific Topics To Be Addressed/Calendar Dates & Times:

Supporting ELLs in the Content of Common Core Standards: Language Progressions & Language Demands

Monday, February 23rd/2:45 - 4:00 PM

Supporting ELLs in the Context of Common Core Standards: Language Scaffolds & Language Support

Monday, March 30th/2:45 - 4:00 PM

Supporting ELLs Development of Oral Language

Monday, April 20th / 2:45 - 4:00 PM

Names & Qualifications of PD Providers:

As the recent recipient of a School Improvement Grant, we've partnered with three prominent organizations - one of which is Cambridge Education. Cambridge Education Coaches will work with our staff to build their instructional capacity.

Cambridge Education: Coaches Trevor Yates, Hayden Lyons & Renee Perdue

All of the Coaches have extensive experience and expertise in supporting school leadership teams, content area specialists, teachers and paraprofessionals. In addition to supporting our Independent Reading Program; Coaches Yates & Lyons will specifically support our Professional Development tailored to the needs of English Language Learners.

Professional Development will not be paid with Title III funds.

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: _

Rationale:

*Our NYC Chancellor, Carmen Farina, has articulated a clear vision for all educators in ensuring that the students we serve are provided with the conditions needed to meet academic success. Through the lens of "Four Pillars", Pillar 3's focus is to "Engage Parents and Families in Every Aspect of School Life."

For our English Language Learner students and families, the focus is to expand their knowledge of school life through specific support of building English literacy skills so they can better support their child's education."

In designing targeted support, families will become more empowered to participate in various aspects of their child's education while simultaneously acquiring knowledge that improves their overall life conditions.

Schedule & Duration/Topics to be Covered:

Throughout the course of the year, there will be three specific WORKSHOPS for Parents of English Language Learners. The first of the three will engage parents in a keen understanding of strategies and skills that, from proven research, are effective in building English Language proficiency. Some time will also be spent engaging in critical aspects of our school wide Independent Reading initiative. Mid – year, there will be a celebratory event for English Language Learner families to promote and acknowledge the academic successes of English Language Learner students. For students who are trying to acquire a

Part D: Parental Engagement Activities

second language while simultaneously still engaged in rigorous academic courses, celebration is a great form of motivation. The third workshop will allow parents to gain a thorough understanding of the NYSESLAT Exam and its importance relative to the ongoing services of students identified as English Language Learners.

WORKSHOP #	DATE/TIME FRAME	FOCUS FOR TOPIC	EXPECTED
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OUTCOME	DURATION
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#1 December

BUILDING LITERACY SKILLS & INDEPENDENT READING SCHOOL WIDE INITIATIVE*

*Parents will become aware of specific strategies and skills students are being taught to build their proficiency in the target language

*1 AND ½ HRS (Thursday: December 11th/3:45 - 5:15 PM)

#2 February

PARENT & STUDENT MID-YEAR CELEBRATION

*Students and their families will have opportunity to celebrate mid-year academic successes

*1 AND ½ HRS (Thursday: February 26th/5:00 - 6:30 PM)

#3 March

UNDERSTANDING THE NYSESLAT

*How to Support my Child in Preparing for the NYSESLAT

*Parents will understand the 4 Strands tested in the NYSESLAT Exam

*Parents will see the format of the NYSESLAT Exam

*Parents will learn ways in which students can prepare outside of school for the Exam

*1 AND ½ HRS (Thursday: March 26th/5:00 - 6:30 PM)

*All of the WORKSHOPS have been designed solely for the parents/families of our English Language Learners.

Our ESL Licensed Teacher (Mr. Lentol) along with our School Administrator (AP Bonner) will facilitate all of the Workshops.

Additionally, a Native Language Speaker in BOTH Chinese and Spanish will be present at each of these workshops to provide translation services.

Mailing correspondence as well as PHONE MASTER will be used to inform parents of all upcoming workshops. Translation will be provided for all written correspondence.

Part E: Budget

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

Allocation Amount: \$11200

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 	_____	<u>Extended Learning Time; Per Session; Professional Development; Planning</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	_____	<u>Learning materials outlined in narrative; Computer and peripheral hardware to support the Rosetta Stone license software needs.</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 01	Borough Manhattan	School Number 292
School Name HENRY STREET SCHOOL		

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 Miles Doyle	Assistant Principal Anita Bonner
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Edward S. Lentol	School Counselor
Teacher/Subject Area Ilana Kurzer/Special Ed.	Parent Ann Plantamura
Teacher/Subject Area Jonathan Springer/HIST	Parent Coordinator Alexendra Bodok
Related-Service Provider Karina Shaoul	Borough Field Support Center Staff Member
Superintendent Daniella Phillips	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	202	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
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	24	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	2
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	1

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	10	1		13	2	2	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	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: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1	1	3	2	3	5	0
Chinese										2		2	2	0
Russian														0
Bengali														0
Urdu														0
Arabic													1	0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Pashti												1		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)										1	1			0
Emerging (Low Intermediate)										1			3	0
Transitioning (High Intermediate)										1	1		4	0
Expanding (Advanced)								1	1	3		3	4	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												1		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								1			1	4	3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	1				0
8	1				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	1	0							0
8	1	0							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	26		8	
Integrated Algebra/CC Algebra	21	4	8	4
Geometry/CC Algebra	3		0	
Algebra 2/Trigonometry	2		0	
Math _____				
Chemistry				
Earth Science	6	1	0	
Living Environment	11	8	5	2
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	16	10	3	0
Geography				
US History and Government	13	7	5	0
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.

At the beginning of the school year, our special Ed coordinator administers an assessment to all students in grades 7-9 to determine their initial reading level. ### percentage of our ELLs performed at...

In grades 10-12, a modified version of the assessment is conducted to ascertain levels of students' vocabulary. ###% of our ELLs performed at...

The analysis of the data reveals that the need to differentiate instruction and modify as needed based on reading levels. This data supports the need to target instruction to improve our ELLs' reading comprehension skills. Because of this, in our ELL and content area classes, we are focusing on reading strategies, such as paraphrasing, annotation, identifying main idea, forming questions, and note-taking.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data reveals that we have the greatest number of ELLs performing at the Transitioning and Expanding levels. Therefore there still remains a great need to focus instruction on Reading Comprehension, Fluency and Vocabulary hile developing writing abilities. The data from the May 2015 NYSESLAT is as follows:

Grades 7-8:
Entering 0; Emerging 0; Transitinoing 0; Expanding 2; Commanding 0

Grades 9-12:
Entering 2; Emerging 4; Transitinoing 6; Expanding 12; Commanding 0

Entering: 2/24 (8.3%)
Emerging: 4/24 (16.7%)
Transitioning 6/24 (25%)

Expanding 12/24 (50%)

Commanding 0/24 (0%)

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Currently, our school does not utilize information about Annual Measurable Achievement Objects. Incorporated in this year's Professional Development for the school's ENL Coordinator will be best practices for using the AMAO tool in order to make use of the information provided by AMAOs.
4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Although the exams are offered to our students in their native languages, most of our students have opted to take their exams in English, with the exception of some of the beginners. This has proven to be successful for our students, given that their instruction is in English with ENL supports. In Global History, our ELLs (including former ELLs) have fared as well as their counterparts school-wide. This is true of many of our exams. To improve our ELLs' performance on the ELA Regents, some are programmed for ELA Regents Prep during Extended Learning Time.
 - b. Currently, our school does not administer the ELL Periodic Assessment. We use data from our school's quarterly interim assessments in place of these data.
 - c. Because we are not currently administering the ELL periodic assessments, we are not gathering data from which to draw conclusions based on them. However, the data from the school's quarterly interim assessments are used to drive instruction and to inform discussions during common planning time and grade team meetings.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers are given access to the proficiency levels of all ELLs in their classrooms. They are developed professionally in best practices for differentiating instruction based on linguistic proficiency, native language and SIFE status.
At parent orientations, students and parents are interviewed about their past education, reading, writing, listening and speaking. In addition to this, Spanish-speaking students are administered the LAB-R in Spanish to assess their language and literacy skills in their home language. All students are given support in their native languages through the use of dictionaries, glossaries, and translators and, as often as possible, students are given test materials in their native languages (except ELA and NYSESLAT exams).
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We use different criteria to evaluate the success of our ENL program. In addition to tracking a student's level on the NYSESLAT exams, we also analyze the modality report (RNMR). We look at the disaggregated data and use this information to modify our instruction and track our progress annually. Similarly, we compare our students' regents exam data to the rest of the school; we look at credit accumulation and consistently monitor progress towards graduation. We also use item analysis to identify areas in which we want to focus. Our supports (SIOP strategies, afterschool tutoring, homework help) are all put in place with one end goal in mind: graduation.

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.

The initial process is conducted and completed within the first two weeks (ten school days) of a student's enrollment and includes the following four steps:

a. Administration of the Home Language questionnaire is conducted by a licensed pedagogue.

Generally, the licensed pedagogue is Mr. Lentol, our ESL Coordinator who is a licensed ESL teacher. Mr. Lentol is fluent in English. When the ESL Coordinator is not available, the Assistant Principal, who is fluent in English, assists with administration of the Home Language questionnaire.

When the Home Language questionnaire requires a licensed pedagogue and a staffmember who speaks fluent Chinese, our school secretary, Anita Poon, or our school's bilingual paraprofessional, Philippe Teng, assist.

When the Home Language questionnaire requires a licensed pedagogue who speaks fluent Spanish, our licensed Spanish teacher Ms. Alvarado or our licensed Special Education teacher who speaks fluent Spanish (Mr. Vargas) assists.

When a parent who's preferred language is not English, Spanish or Chinese, needs support in a different language, we make an appointment for the parent to complete the Home Language Questionnaire at such time when we have arranged for a paid translator, speaking the parent's preferred language, is present.

b. In addition, an informal interview in English is conducted.

Whenever necessary, an additional staff member who speaks the Native Language (if available) of the new registrant is present for the informal interview.

The ESL Coordinator then reviews the Home Language Survey.

c. If the child is then determined eligible, he/she is administered the NYSITELL or Spanish LAB by our ESL Coordinator within ten days to determine appropriate placement.

d. Placement in the appropriate instructional program begins after the administration of the NYSITELL/Spanish LAB.

Based on those results, students are identified either as LEP/ELL or English proficient.

Students who are identified as English proficient enter a general education program.

Students who are identified as LEP/ELL are placed according to next steps described below in Question #2.

Mr. Lentol, our ESL Coordinator, collaborates with both the Assistant Principal and Programmer to place students as indicated by the NYSITELL results.

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).

During the enrollment process, within thirty days of initial enrollment, we conduct an informal survey to ascertain a student's educational history in order to determine any interruptions in formal education. Parents are asked to reveal the child's educational history, including any gaps in education which may have occurred.

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).

Names of students entering our school with IEPs (from within the United States, for initial entry into DOE schools or reentry after 2 years) are submitted to the Language Proficiency Team (LPT). The LPT is comprised of our Principal, Miles Doyle; our ESL Coordinator, Edward Lentol; our Special Education Coordinator, Ilana Kurzer and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. The timeline to accept or reject the LPT recommendation is twenty days.

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.

Once the NYSITELL has been scanned, the school's ESL Coordinator prepares, in the parent's preferred language and in English, the appropriate letter (entitlement or non-entitlement - based on test results) and turns it over to the main office for postage and mailing.

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).

ELLs and Non-ELLs, newly enrolled at our school, and their parent/guardian receive an orientation conducted by our Parent Coordinator, Alexandra Bodok, and other appropriate staff. Students (over 18) who have a home language other than English or their parent/guardian are informed that they have a right to appeal, within 45 days of enrollment, the student's ELL Status.

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.

Individual parent orientation sessions are conducted by the ESL Coordinator, Edward Lentol, when it is determined that a student is eligible to take the NYSITELL. If the parent is available, this meeting takes place as soon as the student is identified as eligible for NYSITELL testing. If the parent is not available, an appointment is made to conduct the orientation within ten days. The parent

orientation video is shown in their home language and the brochure for explaining the types of programs is given to them in their home language. If this is not available, translation services are provided. During the individual meetings, parents are given the opportunity to ask questions about the various programs and they are assisted in filling out the Program Selection form. When a parent survey is not returned, the default choice is a bilingual program. Our school monitors the parent choice forms of students still enrolled and will reach out by mailed letter, telephone and backpacked letter to inform parents if and when a TBE or DL program is created.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Survey and Program Selection forms are done at orientation when students are first enrolled. The forms are filled out and signed at orientation and a copy is given to parents to keep for their records. Entitlement letters are given to the student to bring home, and a copy is mailed home, after the student is identified as entitled to ENL services. All of these forms and letters are kept on file in the ENL Coordinator's room, 437. In addition, the ENL Coordinator calls the parents to inform them of the NYSITELL results. Returned forms are logged and parents of students not returning forms, are called to remind them to do so. Our school monitors the parent choice forms of students still enrolled and will reach out by mailed letter, telephone and backpacked letter to inform parents if and when a TBE or DL program is created. Outreach is always made in English and/or the parent's preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program Selection forms which are returned are logged and filed in room 437. Parents of students not returning forms, are called to remind them to do so. Replacement copies are provided as needed.
9. Describe how your school ensures that placement parent notification letters are distributed. Students newly registered to the school, who are ELLs or have been newly determined to be ELLs after administration of the NYSITELL, begin receiving ENL services immediately. As we do not have a Dual Language or Transitional Bilingual program at our school, students are placed in our Free-Standing ENL program to accommodate the required minimum minutes of ENL instruction according to their proficiency level in English. Parents are notified, by mail and by telephone, of their child's placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). In order to ensure that records are available for reference at a later time, ELL documentation is kept in each student's cumulative folder in the main office and/or on file in Room 437, the ENL Coordinator's room.
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.

The NYSESLAT is the priority for our ENL Department during the dates of its administration. The ESL Coordinator takes possession of all testing materials, as they arrive to the school, and keeps them securely stored in Room 437. The steps taken to administer the assessment are as follows:

- Two pedagogues from outside the ENL department are trained in the administration and scoring of the of the exam.
- The Speaking portion is administered individually to each student by the ESL Coordinator, while simultaneously being scored by one of the trained pedagogues.
- During the appropriate testing window, each of the subsequent parts of the NYSESLAT are administered by the ESL Coordinator and the trained pedagogues in two different groupings (a. Entering/Expanding and b. Emerging/Transitioning)
- In order to allow for 100% participation (in all sections of) the NYSESLAT, make-ups are scheduled daily and the schedules of both students and pedagogues are altered, as needed, to accommodate this process.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of the academic year, the RNMR is used to generate a list of current and recently former ELLs. The School's ESL Coordinator then provides each student, via U.S. Mail and backpacked letter, with the appropriate letter in English and their Home Language.
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).

The trend in program choices at our school has been free-standing ESL. The program models offered at the school align with parent requests.

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.

To the fullest extent possible, ELLs are programmed according to the new guidelines set forth in CR Part 154. We are a small school, of less than 200 students, serving grades 7-12 with one certified ENL teacher. The guidelines require the following:

ENTERING

540 minutes

180 Pull-Out ENL

180 Push-In ELA/ENL

180 Flex (Pull-Out or Push-in Content ENL)

EMERGING

360 minutes

90 Pull-Out ENL

180 Push-In ELA/ENL

90 Flex (Pull-Out or Push-in Content ENL)

TRANSITIONING

180 minutes

-0- Push-In ELA/ENL

90 Push-in Content ENL

90 Flex (Pull-Out or Push-in Content ENL)

EXPANDING

180 minutes

-0- Pull-Out ENL

-0- Push-In ELA/ENL

180 Push-in Content ENL

b. TBE program. *If applicable.*

n/a

c. DL program. *If applicable.*

n/a

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)?

Currently our ENL services are provided by one ENL licensed pedagogue, Edward Lentol. We are meeting the mandated minutes to the greatest capacity possible as follows:

At the beginning of the academic year, a review of the RNMR is conducted and the data is then aggregated to dictate proper placement of ELLs according to their proficiency level. This is done in collaboration between the ESL Coordinator, Programmer, Guidance Counselor and Assistant Principal.

According to the revised CR-Part 154, ENTERING level students are slated to receive 540 minutes [(180 Pull-Out ENL; 180 Push-In ELA/ENL; 180 Flexible (Pull-Out or Push-in Content ENL)], EMERGING level students are slated to receive 360 minutes (90 Pull-Out ENL; 180 Push-In ELA/ENL; 90 Flexible (Pull-Out or Push-in Content ENL)), TRANSITIONING level students are slated to receive 180 minutes [90 Push-in Content ENL; 90 Flex (Pull-Out or Push-in Content ENL)], and EXPANDING level students are slated to receive 180 minutes of Push-in Content ENL.

Students receiving content area Push-In ENL services, receive these services in their science or Social Studies classroom.

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.

The content area pedagogue makes their lesson available to the ENL teacher in advance to allow time for differentiation of the content to be delivered during the class. The content classes are delivered in English with native language support through the use of glossaries, bilingual dictionaries, translators, and when possible, materials in the native languages. Glossaries and

bilingual dictionaries are available to all teachers for use in their classes. In addition to this, teachers use SIOP methodologies to support the learning of all of their students. These strategies are especially helpful to ELLs and do not take away from instruction. These methodologies include, but are not limited to visual cues, writing prompts, sentence starters, flexible grouping, explicit instruction of vocabulary, and presenting information in multiple modalities. Lessons are planned with the CCLS as a guide. Scaffolding allows LEP students to comprehend the content in order to foster language development in English.

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

Because we only provide ENL instruction here, we do not regularly evaluate ELLs in their native languages. We do, however, evaluate incoming Spanish-speaking students using the LAB in Spanish. In addition to this, students are given the option to take exams in their native languages and, when available, exam materials are given to the students in their native languages. We believe in using the native language as a support for students' English acquisition whenever possible.

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

In our ENL classes, students are evaluated for Listening, Speaking, Reading and Writing in each unit. Each unit of study is between 2 and 5 weeks in length. Formative assessments are incorporated into the learning plans. Summative assessments vary in the modality of language they cover. Students regularly participate in class discussions and are asked to present information to the class. Also, each unit test has a listening, reading, and writing component. These are modeled after regents exams, where applicable, and the NYSESLAT. This information is used to help students become aware of their strengths and weaknesses and to establish goals for themselves.

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

a. Within our ESL instructional model, we further support SIFE students by offering extra literacy supports, and counseling, if necessary, to help address the emotional needs of the students. The thing we focus on the most with the SIFE students in meta-cognitive strategies and study skills. During tutoring and in class, we work with the students to help them learn effective note-taking, methods to study, and literacy skills. These are skills that we focus on with all of our students, but we place particular emphasis on SIFE students in this area.

b. At admission, each newcomer is interviewed and their needs are assessed. We use this information in their scheduling. We often find that our newcomers test at an Entering level because they have not taken English in their home country and subsequently score low on the reading and writing sections of the NYSITELL. Because of this, we have offered many of them extra ENL support during their first year so that they can better build a foundation in the listening/speaking modalities of the English language. In addition to this, we offer native language support, after-school tutoring, and we maintain constant communication between the newcomers' teachers and the ESL teachers. This is very important for support for the newcomers, but also to support the teachers of the newcomers in providing the best instruction possible.

c. We recognize that students who have been here for 4-6 years have different needs than newcomers. We look at each student individually to assess their language needs, using the NYSESLAT results and we work to make sure that each unit incorporates listening, speaking, reading, and writing activities so that the students get an authentic language learning experience. In addition to this, we focus on study skills and methods to make sure that students are getting the most out of what they are hearing and reading in their content classes. The students are taught meta-cognitive strategies, such as paraphrasing, forming questions, and annotating, to help them to function best in a classroom environment.

d. Because long-term ELLs usually have much higher proficiency in speaking/listening than they do in reading/writing, their need for support is not as obvious. To that end, we make the NYSESLAT reports [RLAT and RNMR(when available)] available to our teachers, so that they know the true language needs of their ELLs. Also, because many of our long-term ELLs are students with IEPs, we work closely with the Special Education department to implement students' IEPs and accommodations and to diagnose issues and differentiate instruction to best serve these students. In addition to this, we work to teach study skills and meta-cognitive strategies, as we do with all of our ELL subgroups.

e. Former ELLs are required, by CR-Part 154.2, to be serviced for 90 minutes (Push-In ELA/ENL or Push-in Content ENL). Commanding level students, receiving services, receive them in either Science or Social Studies.

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.

Our teachers are instructed that they must scaffold instruction for all students in their classes. We are a small school. This being the case, students programmed for ELL instruction will often be in the same classes as their non-ELL counterparts, where the same content is being delivered. ELLs re-identified as non-ELLs, who received stand-alone ENL instruction, will be placed in an appropriate program without ELL services and will be offered tutoring in any subject matter which had been covered in their

Chart new classes prior to their re-identification. Non-ELLs re-identified as ELLs, will be placed in an appropriate program with ELL services and will be offered tutoring in any subject matter which had been covered in their new classes prior to their re-identification.

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?
 A number of our long-term ELLs are also SWDs. Because of this, we focus heavily on literacy and reading comprehension. We have a variety of grade-level materials available to the students to make the content more accessible to students of varying abilities. Websites are available to analyze lexile of readings and to produce the same readings at different reading levels, this allows these students to access the same content as others at an appropriate level for comprehension; video clips from websites are available for use in classes in order to support and reinforce learning through visual representations; and glossaries are given to students (bilingual or monolingual) to assure that they are able to comprehend vocabulary from the readings. On top of this, teachers use strategies to help students attain and retain the content that is delivered. Teachers model the work for students; activate prior knowledge; demonstrate text annotation; and have students read in small groups with differentiated group roles and structured notes and annotation. In addition to this, ESL teachers work with content area teachers to align the skills and concepts that they teach with what the content area teachers are focusing on as much as possible, especially in Social Studies.
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?
 Our school is an inclusive school with SETTS, ICT, and self-contained classes. The IEP committee completes a comprehensive evaluation for our ELL-SWDs to make a recommendation for the least restrictive environment. We provide our ELL-SWDs their academic instruction within the least restrictive environment, according to their IEPs. All instruction and assessments are delivered according to the recommendations of the IEP committee. The teachers of ELL-SWDs also differentiate the process, content, and product so that all students have the opportunity to achieve academic competency and success. Accommodations are made for the students in all aspects of instruction and assessment.

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 Chart	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<i>2 units of study per week (360 min.)</i>	<i>2 units of study per week (360 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>1 unit of study per week (180 min.)</i>	<i>Former ELLs must continue to receive services for an additional two years</i>
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	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
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.

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

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

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

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

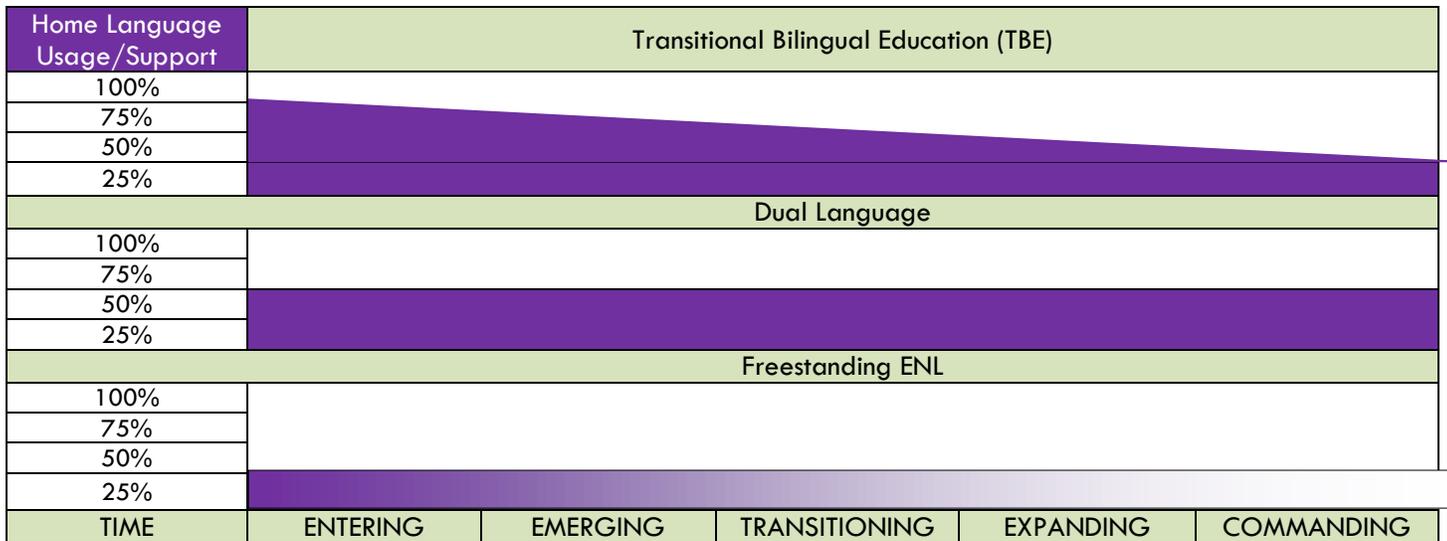


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs identified as struggling in the areas of ELA, math and other core content areas are provided with targeted intervention services.
The Push-in ENL teacher to Science class for 10th and 11th grade ELLs, provides individual and small-group support as needed.
The Pull-out ENL classes provide additional history/Civics content paired with writing and development of meta-cognitive skills to support students identified as struggling in those subjects.
9th, 10th and 11th grade ELLs, identified as struggling in ELA, receive ELA support in the ENL class, correlating with skills/literature taught in ELA classes.
9th and 10th Grade Expanding Students receive additional Global History content in the ENL class, paired with writing and meta-cognitive skills to reinforce learning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The targeted interventions that we have taken this year have already proven to be effective, particularly in the areas of English Language Arts and Social Studies. This year, focusing heavily meeting the needs of our ELLs in the ELA and Social Studies classrooms has produced results on non-standardized assessments that have been encouraging.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering an after-school tutoring program, to be held on Tuesdays and Thursdays. The intent is to provide students with the opportunity to get help with homework, test preparation, and extra language support. The program is held in room 437, which has dictionaries, glossaries, and can be furnished with a laptop cart when needed.
13. What programs/services for ELLs will be discontinued and why?
We have discontinued the use of Achieve3000 because we did not find it to be cost-effective for our population. We feel that the after-school tutoring program is better suited to their needs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We are aware of the importance of allowing our ELLs to have the same access to our school programs as other students. Our school works with Century 21 and our C.B.O., Henry Street Settlement, to offer clubs and sports as well as tutoring and other after-school activities. ELLs are encouraged to attend the programs that interest them and the announcements are made available to the ENL teachers and through Native Language for clarification. ELLs are never excluded from participation. In fact, many of our athletes are ELLs or FELLs.
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.
We are aware of the potential for technology to aid in language development and acquisition. Each classroom in the school is furnished with a Smartboard and projector and each teacher is given a laptop and an iPad, in addition to their desktop classroom computer. The iPads are given to students for adapted texts, native language translation, or alternate assignments. The Smartboard Notebook Software, as well as PowerPoint, are used for visuals, video clips, and manipulation in ways that a standard chalkboard or whiteboard cannot. Additionally, we have 7 laptop carts and an iPad cart that are checked out and utilized. Some key classroom notes are offered to Entering and Emerging level students in their native language to promote comprehension.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In all content areas, there are measures taken to give native language support to ELLs. Though not all teachers speak other languages, bilingual glossaries are available in the subject areas, as well as dictionaries and electronic translators. We also have a large number of staff who speak other languages; these staff members can be used for support, translation, and parental outreach. Teachers also work with Mr. Lentol to find materials that are grade-appropriate and support students in the native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required resources and support correspond to ELLs ages and grade levels to the greatest extent possible as we are a small school of less than 200 students, serving grades seven through twelve, with only one certified ENL teacher on staff.
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).
We conduct school tours and orientation for new students during the spring semester and during the summer. These tours and orientations are conducted by Ms. Alexandra Bodok, our parent coordinator, and our teachers and staff. Interpretation is made available to students and parents and all information is translated into various languages. Our goal is that incoming ELLs and their families feel just as welcome as all of our other students.
19. What language electives are offered to ELLs?

We currently offer Spanish Language and Spanish Literature to ensure that they are building on their skills in both languages.

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)?

n/a

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.)
In an effort to assist teachers, administrators, secretaries, and support staff in addressing the needs of ELLs, the following professional development opportunities will be offered to our teachers in all subject areas.
-Using ESL data to inform instruction: The RNMR will be used to help teachers become aware of their students' strengths and weaknesses in the different language modalities.
-Encourage staff to register for graduate courses offered in differentiated instruction and ESL methodology.
-Continue to provide teachers, administrators, guidance counselors, psychologists, and other staff with professional literature to build awareness as to the needs of ELLs and best practices to address those needs.
-Mr. Lentol will work with staff on a continual basis to guide them with ESL strategies and SIOP methodologies.
-Continue to train teachers and administrators in the Common Core Standards and how they apply to 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?
The ENL teacher is provided several opportunities annually to receive targeted professional development in working with data, policy and pedagogy. This year, we will be working with our staff on using the ICT Model in our lesson planning and execution. ICT methodologies will be modeled by Mr. Lentol and Ms. Ilana Kurzer during staff developments and PD Days.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Aside from being invited to student orientations, teachers are invited to work with Mr. Lentol to learn about the social aspects of being an ELL. Mr. Lentol furnishes the teachers with the Years of Service Report (RYOS) and works with teachers with specific students' needs. Our school's guidance counselor is provided with Professional Development which includes best practices for support ELLs as they transition between elementary and middle or middle and 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.
The minimum hours of ELL training for all staff will happen at different times throughout the school year. The training will include differentiating, addressing the needs of ELLs at different level of English proficiency and incorporating best practices for including ELLs in classroom discussions and activities, regardless of English proficiency. Mr. Lentol will present at grade-team meetings during CPT, as well as at Monday staff meetings to share ICT strategies and other ESL teaching methodologies. The ENL teacher will receive professional development equaling 50% of his total PD hours. All records for professional development will be kept on file with the assistant principal.

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?

Late in the Fall semester, our Parent Coordinator, Alexandra Bodok, works with Mr. Lentol to amass the most current list of ELLs in our school. Parents/guardians of ELLs are then contacted, in their preferred language, to invite them to meet individually with school staff to review the following:

- the goals of their child's program
- their child's language development progress
- their child's English language proficiency assessment results
- language development needs in all content areas

When necessary, a qualified interpreter/translator provides support in the language or mode of communication the parent or guardian best understands. These meetings are scheduled by our parent coordinator and support staff. They occur at various points throughout the day, in order to accommodate the parents' needs. Teachers of ELLs prepare, in advance, the information to be shared about their individual classes. Information about assessments is prepared by school support staff under the direction of our school's ENL Coordinator.

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.

Parents who are not reachable by telephone are contacted via backpacked letters and U.S. Mail in order to facilitate the scheduling of a meeting. Attendance and agenda for individual meetings are kept on file in the ENL room, 437.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our school has an active parent coordinator, Alexandra Bodok, who works with the PTA to hold regular meetings and workshops which are inclusive of all interested parents. These include the school leadership team, eighth grade parent workshop, internet safety workshop for parents, Credits informational workshop for parents, parent involvement meetings and other school events. Notifications and materials are available in various languages, and given based on the responses to the Home Language Identification Surveys. Additionally, Mr. Lentol surveys parents in the fall semester to see what their wants and needs are in regards to academics and social issues. Based on that information, workshops are organized for ELL parents. These workshops occur in the fall and spring semesters.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We are a newly partnered with the community based organization Henry Street Settlement. Collaboratively, we host Family Night and other events to foster parental involvement. Parents of ELLs are provided direct translation, as needed, to allow for the fullest participation possible - equal to that of our English proficient parents.

5. How do you evaluate the needs of the parents?

The parents' needs are evaluated in various ways. Mr. Lentol meets with parents at orientations and, aside from the forms and questions required, asks about social needs and wants that parents may have. Parents of all ELL students are informally surveyed in the fall semester to find out what their concerns, wants, and needs are as well. These survey findings are then used to plan workshops and try to address said needs.

6. How do your parental involvement activities address the needs of the parents?

Parent workshops are designed around the feedback from parents when they are surveyed during the first semester. In addition to this, specific situations sometimes require individual attention. Mr. Lentol works with guidance counselors and support staff to assist parents with students' needs and, when necessary, make referrals to outside organizations.

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: Henry Street School

School DBN: 01M292

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)
Miles Doyle	Principal		10/30/15
Anita Bonner	Assistant Principal		10/30/15
Alexandra Bodok	Parent Coordinator		10/30/15
Edward S. Lentol	ENL/Bilingual Teacher		10/30/15
Ann Plantamura	Parent		10/30/15
Jonathan Springer/History	Teacher/Subject Area		10/30/15
Ilana Kurzer/Special Education	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Krystle Arcelay	School Counselor		10/30/15
Daniella Phillips	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor’s Regulations – for all schools

DBN: 01M292 School Name: Henry Street School
Superintendent: Ms. Phillips

Before you begin, please check the following:

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

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

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

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

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

In order to accurately assess our translation and interpretation parental needs, a Home Language Analysis is conducted annually. This is done through culled data from the ATS Home Aggregation Report (RHLA).

The data for School Year 2015 - 2016 reflects that the three most predominant languages spoken at HSSIS are:
English, Spanish, and Mandarin.

When broken down by grade, the data reflects the following:

MIDDLE SCHOOL	Grade 7	Grade 8		
English	79%	91%		
Spanish	21%	9%		
Chinese		
Other		

HIGH SCHOOL	Grade 9	Grade 10	Grade 11	Grade 12
English	60%	63%	53%	32%
Spanish	29%	25%	23%	47%
Chinese	7%	4%	15%	16%
Other	4%	8%	9%	5%

The school-wide breakdown reflects the following:

English: 57%
 Spanish: 29%
 Chinese: 9%
 Other: 5%

In summary, 43% of all students' families do not speak English at Home. With the designation of our Language Access Coordinator, Ms. Bodok, who is also our Parent Coordinator -- this information will be shared with the school community to provide awareness of the language needs represented at our school.

All of the above data clearly indicates that written translation and oral interpretation are definitively a need at our school community.

Translation and interpretation will be provided on a regular basis for both Spanish and Chinese for:

- School Correspondence Mailings
- Parent Meetings
- Parent Teacher Conferences
- Parent Workshops

The following staff members work closely with parents in ensuring language needs are met:

- Parent Coordinator (Fluent in Spanish)
- School Para (Fluent in Spanish)
- Guidance Counselor
- School Aide (Fluent in Chinese)
- Para (Fluent in Chinese)

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

As mentioned in Item #1, our data analysis shows that Spanish and Chinese are our high incident languages. Our lower incident languages are French and Arabic.

When broken down by grade, the data reflects the following:

MIDDLE SCHOOL	Grade 7	Grade 8			
English	79%	91%			
Spanish	21%	9%			
Chinese			
Other			
HIGH SCHOOL	Grade 9	Grade 10	Grade 11	Grade 12	
English	60%	63%	53%	32%	
Spanish	29%	25%	23%	47%	
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With the designation of our Language Access Coordinator, Ms. Bodok, who is also our Parent Coordinator -- this information will be shared with the school community to provide awareness of the language needs represented at our school.

All of the above data clearly indicates that written translation and oral interpretation are definitively a need at our school community.

Translation and interpretation will be provided on a regular basis for both Spanish and Chinese for:

-School Correspondence Mailings

-Parent Meetings

-Parent Teacher Conferences

-Parent Workshops

-Parental Notification Letters in reference to NYSESLAT examination and results will continue to be distributed to parents in all available languages.

Our Language Access Coordinator/Parent Coordinator, our Guidance Counselor and our Community Based Organization collectively provide the school community with information concerning parental preferred language needs. When school and/or community interpreters are not available, our faculty and staff are encouraged to use the DOE Interpretation Unit.

Part B: Creating a Communications Calendar

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

Every year the school typically disseminates the following documents:

Parent NewsLetter/Calendar (October 2015, November 2015, December 2015, January 2016, February 2016, March 2016, April 2016, May 2016 & June 2016)

Parent "Family Night" (October 2015 and upon occurrence thereafter)

Announcement of Parent-Teacher Conferences (Fall/Spring)

Flyer Announcing Clubs/Activities for 21st Century After School Program (Fall/Spring)

Announcement of NYS Testing Calendar(Fall/spring)

Letters from Leadership (Upon Occurrence)

Announcements of Special Events (Upon Occurrence)

Any documents requiring translation will be submitted to the Translation and Interpretation Unit at least

two weeks prior to the intended date of dissemination.

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

Face - to -face Meetings that generally occur throughout the school year include:

"Family Night" (Fall/Spring)

Parent Teacher Conferences (Fall/Spring)

School Leadership Team Meetings (Monthly)

Parent Association Meetings (Monthly)

Informal Interactions (As Needed) (Meetings/Phone Calls)w/:

Attendance Team Members (CBO, Counselor, Leadership)

Guidance Counselor

College Advisor

Main Office Personnel

Community Based Partners (CBO)

Parent Coordinator

Part C: Providing Language Assistance Services

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

Our school fully recognizes the importance of effective communication with the non-English speaking parents of our students as well as recognizing the value of parents as partners in the educational success of our students.

Parents are generally notified at least two weeks in advance (through School Mailings & Phone Message) of special Calendar Events, Parent Teacher Conference dates, Meetings with Counselors and/or Community Based Partners, and Meetings with Leadership.

In order to ensure optimal communication, we provide written translation of any documents reflective of our two high incident languages (Spanish & Chinese). Templates for School Holidays, Parent-Teacher Conferences and other DOE events are available through the T&I website for dissemination to our parents speaking languages other than English, Spanish or Chinese. Translated documents are prepared in advance of distribution times in order to ensure that documents in all languages are distributed simultaneously.

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

Our school fully recognizes the importance of effective communication with non-English speaking parents of our students as well as recognizing the value of parents as partners in the educational success of our students.

Interpretation needs are provided with the support of personnel listed below:

Spanish: Ms. Bodok (Parent Coordinator)
Spanish: Mr. Escudero (School Para)
Spanish: Ms. Alvarado (Spanish Teacher)
Chinese: Ms. Poon (School Aide)
Chinese: Mr. Teng (School Para)

For our lower incident languages, we seek the assistance of someone within the larger building community, whenever necessary and available or utilize the DOE Translation & Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

Our Language Access Coordinator/Parent Coordinator will ensure that all staff are informed of how to use translation services and over-the-phone interpretation service when needed. As part of our Monday Staff Development in Fall 2015, our staff will receive development in their knowledge and potential usage of the services offered by the T&I Unit.

Part of that will include encouraging staff to use the DOE Interpretation Unit whenever interpreters are unavailable.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In accordance with Chancellor's Regulation A-663, our school utilizes on-site interpreters and accesses the T&I Unit's intranet site for notification documents.

Part F: Monitoring and Quality Control

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

Our Parent Coordinator will design an "informal" survey to ascertain whether or not the translation and interpretation needs of parents are being met on a regular basis. The survey will be administered at least four times throughout the school year

As she's also the Language Access Coordinator, she will use the results of the survey to recommend needed changes in protocol by the school community.