



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

06M468

School Name:

HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES

Principal:

JAVIER TREJO

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: HS for Health Careers & Sciences School Number (DBN): 468
Grades Served: 9 - 12
School Address: 549 Audubon Avenue, New York, NY 10040
Phone Number: (212) 927-1841 Fax: (212) 342-6129
School Contact Person: Javier Trejo Email Address: JTrejo@schools.nyc.gov
Principal: Daniel Rosenbaum
UFT Chapter Leader: Angelita Diaz
Parents' Association President: Angelita Diaz
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dulce Rivera
Gustavo Diaz
Student Representative(s): Gelayne Rivera
Peter Tinguely
CBO Representative: _____

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, Rm. 419, New York, NY 10034
Superintendent's Email Address: MRamirez4@schools.nyc.gov
Phone Number: (917) 521-3757 Fax: (917) 521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

333 Seventh Avenue, New York, NY 10004

Director's Office Address:

YChu@schools.nyc.gov

Director's Email Address:

(646) 470-0721

(212) 356-7564

Phone Number:

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	Javier Trejo	*Principal or Designee	
X	Daniel Rosenbaum	*UFT Chapter Leader or Designee	
X	Angelita Diaz	*PA/PTA President or Designated Co-President	
X	Yhanka Veras	DC 37 Representative (staff), if applicable	
X	Dulce Rivera	Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Peter Tinguely	Community School Director (staff)	
X	Gustavo Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Gelaynne Rivera	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Teresa Ratkowski, AP	Staff/Parent/Other Contributor	
X	Elizabeth Arrendell, Guidance Counselor	Staff/Parent/Other Contributor	
X	Cristobal Torres, parent	Staff/Parent/Other Contributor	
X	Olga Taveras, parent	Staff/Parent/Other Contributor	
X	Santa Jimenez, parent	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.

The High School for Health Careers and Sciences is a comprehensive educational program with a mission to promote college and career-readiness, community-based partnerships and a rigorous/diverse science program. We serve a diverse body of students across all five boroughs with a majority of our students coming from district six. Our school register is 531 students. Our student population characteristics are comprised of 80.21% Hispanic; 16.11% African American and 4.68% other. Currently, 31.87% of our total population of students are English Language Learners; 10.51% are students with an Individual Education Plan.

To support teaching and learning, we have developed supportive structures in three principle areas: (1) fully articulated, common core aligned curriculum, (2) a faculty professional growth system supporting the provision of the curriculum, and, (3) a system for measuring the impact of that provision relative to student learning and achievement.

Our schools' instructional focus is to engage students in Socratic Seminar and other Common Core aligned text-based discussions to increase achievement in trait 1 and trait 4 on the New York City Performance Task and to increase math problem solving as measured per the Engage NY Assessment. Because we believe that students learn best when learning is socialized and collaborative, administrative policies, instructional practices, and curricular provisions aim to support our instructional focus and Danielson components 1e, 3b, 3c, and 3d. We feel these to be high leverage components in transforming teaching culture. They speak to intentionality in design and focus attention on the direct relationship between the types of questions we ask, along with the kinds of thinking these questions provoke.

These are our goals for the 2015 – 2016 school year:

- By June 2016, 10% of teachers will move up one level (e.g. from developing to effective) in Danielson 3b as compared to September 2015 as measured via ADVANCE.
- In order to continue to foster a supportive learning environment for the 2015 – 2016 school year, we will increase the percentage of students who feel a connection with an adult from 73% to 76% as measured by the NYC Learning Environment Survey.
- By June 2016, 40% of our transitioning and expanding ELL students will have increased their score by one point or higher on traits 1 & 4 of the NYC Performance Task in ELA and 35% of these students will have a one point increase on math problem solving as measured per the Engage NY assessment.

- In order to increase the graduation rate from 70% to 72% for the 2015 – 2016 school year, we will provide academic intervention services.
- By June 2016, we will have 30% of our parents registered and utilizing Pupil Path as measured by parent access data in Skedula/Pupil Path.

We have many partnerships which strengthen our goals and the overall school program. These include:

- Our lead partner, Catholic Charities, which supports: college-readiness, advisory, social/emotional support services, academic intervention services, SAT prep, mentoring, transitioning, parent engagement, STEM, experiential learning & Life Skills.
- A collaboration with Community School Board Twelve focusing on our student government representatives who attend monthly board meetings
- Internships at Isabella Geriatric Center
- Urban Arts after school musical production club, IConnect attendance mentoring program, the Arts Integration program and the Fresh Ed program, which prepares our students for both the Global and US History exams
- NY Hall of Science, offering PD for teachers, trips for science classes, and the Lego robotics club
- Cornell University collaboration, offering a hydroponics and aquaponics course
- Pencil, Inc. business partners, offering youth career seminars for selected juniors
- Opus Dance partnership, offering dance classes through the PE Department
- Student Government Activities: theme dances, spirit days, bake sales, attendance at community board meetings

Our school has an active student government that includes all grade groupings. This group of students is heavily involved in the organization of activities in the school: school dances, school bake sales, school service projects, etc. Our student government has regular meetings to include and inform student representatives of school policies. Additionally, there are monthly Town Hall meetings for each grade level to celebrate student success regarding academic progress toward graduation, perfect attendance, the most improved students and so forth. This is used as a vehicle to improve student academic success/participation and allows students to have a voice. We have a significant number of 21st Century clubs, extracurricular activities and college readiness programs. These include: World Cultures Cooking Club, National Honor Society, Lego Robotics Club, Game Coding Club, College Club, Fitness Club, and the Musical Production Club. Student achievement is posted around the school – perfect attendance, principal’s honor roll, high honor roll, passing Regents/classes, etc. Selected classes receive enrichment in classes through 21st Century artists – music, dance, and graphic arts. We offer the credit accumulation programs,

Regents prep/tutoring and other academic interventions to support at-risk students. The school implements credit recovery programs during the school year and employs winter and spring breaks for state-approved online credit recovery programs.

One of the school’s strengths is that due to the 21st Century grant, which began in 2013 – 2014, the

School has increased the availability of club offerings and extra-curricular activities by 100%. Students

are now actively involved in a variety of activities after school and on Saturdays. Another strength is that we continue to increase and improve our course offerings related to Health Careers and Sciences, which are integral for our theme-based program. In addition, our general elective course offerings continue to increase through the use of online elective courses as well as general electives being offered in each content area. The school climate and culture is a clear strength. We continue to strengthen academic interventions and social-emotional supports for students and are implementing a student peer-mediation program for improved conflict resolution.

Some challenges we face are having individual teachers at different stages of professional growth around development of differentiated rigorous instructional tasks. Also, teacher practice is uneven in supporting an integrated learning setting of multilevel learners including ELLs and Students with Disabilities. This affects the quality of instructional outcomes.

The Capacity Framework Elements in which the school exhibited the most growth are Effective School Leadership and Strong Family-Community Ties. Some examples of growth made in Effective School Leadership are: in school year 2014-2015, we increased our graduation rate from 59% to 70%. We created and supported credit accumulation programs along with Regents prep/tutoring and credit recovery programs, which students attended consistently. In addition, we increased college and career readiness offerings for students including a college advisement team and a college-readiness club. Lastly, students and teachers alike are both empowered; students have an active student government and Town Hall meetings where they can voice their concerns. Teachers have a teacher team configuration by content area, where they are led by teacher team leaders, who also meet on a weekly basis with the administration. Joint School Cabinet and Team Leader meetings also support shared-decision making and effective leadership collaboration. In the team leader/administrative meetings, teacher team leaders introduce concerns, initiatives, policy ideas and professional development ideas that support our school community. The school administrative team reviews all initiatives/policy ideas and a vote is conducted with teacher team leaders. The initiatives are then introduced to all teacher teams and a final vote is made in the team leader/administrative team meetings.

Regarding Strong Community and Family Ties, many parent workshops were held on understanding their child's transcript, technology training and also training parents in the effective use of the Skedula/Pupil Path grading system. In addition, we provided parents opportunities to assist them in understanding the school accountability systems including the School Quality Review Report and the Learning Environment Survey Report. These workshops were held in both the daytime and the evening in order to accommodate working parents and there was an increase of parent attendance at these events.

Our teachers, parents and students utilized a common grading system: Skedula/Pupil Path. This system allowed students and parents to remain informed of current academic standings in every class. Teachers have created Common Core aligned units, which they are currently enhancing. They continue to meet in teams and evaluate their work. Each department has established a protocol for looking at students' work, and the school has adopted common planning time for teachers to augment their practice. Additionally, in keeping with *City-Wide Instructional Expectations (CIEs)*, to ensure that each child has someone s/he feels connected to, the school gave the students a survey and created a visual for everyone to understand that there is someone who truly cares for each child who crosses our threshold.

Areas of focus for us this year are to ensure that the schools' instructional focus is prevalent and consistent in each classroom through all content areas. In addition, we will focus on continuing to strengthen our curricular unit alignment

in all content areas. Lastly, we will strengthen our interim assessment plan based on MOSL data from school year 2014-2015 and teacher teams will set SMART goals that align to the instructional focus and Renewal Goals.

In closing, we will continue to work with earnest to provide a quality education and experiences that will prepare our students to develop the academic, social and personal qualities necessary to realize their fullest potential as life-long learners and productive, caring citizens of the world.

06M468 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	608	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	14	# 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	2	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	6
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.0%	% Attendance Rate			86.1%
% Free Lunch	90.2%	% Reduced Lunch			3.4%
% Limited English Proficient	27.1%	% Students with Disabilities			17.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			18.1%
% Hispanic or Latino	78.2%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.3%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			4
# 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)	2.6%	% Teaching Out of Certification (2013-14)			3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.07
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	32.6%	Mathematics Performance at levels 3 & 4			47.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.1%	% of 2nd year students who earned 10+ credits			72.5%
% of 3rd year students who earned 10+ credits	75.0%	4 Year Graduation Rate			59.0%
6 Year Graduation Rate	66.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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			NO
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			NO
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			YES
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.	E
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.	E
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>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our self-evaluation is based on the 2014-2015 School Quality Review. Our focus is on increasing student achievement to raise the graduation rate and on strengthening pedagogical practice to improve the Capacity Framework Element of Rigorous Instruction (development of differentiated rigorous instructional tasks). Action plans will align to budget allocations, structures, and protocols to meet student and staff needs.</p> <p>Targeted professional development is given and will continue in particular content areas relative to school-wide and discipline-specific curricular practices including analyzing content knowledge skills, lesson effectiveness aligned to curriculum and the CCLS, the Danielson rubric (1e, 3b & 3d), and instructional expectations (Socratic Seminar & other Common Core Aligned Questioning & Student-To-Student Discussion Strategies).</p> <p>We have worked with network instructional support staff and Generation Ready coaches to support our <u>curricular unit alignment</u>. This is an ongoing process and we continue to revise and strengthen the quality of our work. Our schools’ instructional focus is to engage students in Socratic Seminar and other Common Core aligned text-based discussions to increase achievement in trait 1 and trait 4 on the New York City Performance Task and to increase math problem solving as measured per the Engage NY Assessment.</p>		

We analyzed students' results from Interim Assessments and developed strategic action steps to support growth in Common Core Standard proficiency over the course of a five to six week period. Adjustments to curriculum/pedagogical practice are/were made based on interim assessment data study.

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)

Our goal is to strengthen pedagogical practice to improve the quality of instruction to increase student achievement so that the graduation rate is positively affected. We currently use Engage New York for both English Language Arts and Mathematics and opted for the New Common Core English Aligned Curriculum for our 9th graders. We also use A-Maps and seek to explore Eureka Math. The new ELA Common Core Curriculum is rich with appropriate grade-level scaffolds and differentiated instructional supports. We have also adapted and will continue to revise our current curriculum to meet the diverse needs of our students.

We will purposefully implement Common Core Aligned Questioning & Student-To-Student Discussion Strategies such as Think Write Pair Share, Read Write Pair Share, Text Graffiti, Triple Entry Journal, See Think Wonder, Text Rendering, Close Reading/Annotation, Numbered Heads Together, etc. to build the student skills needed to effectively participate in Socratic Seminar as a vehicle for scaffolding academic content and supporting instructional shifts aligned to State ELA standards. All of the aforementioned strategies help students to actively engage in critical and creative thinking, respectful, accountable, communication, deep reading and wonder. Students determine the flow of conversation and generate high level critical thinking questions for discussion as teachers serve mainly as facilitators. In addition, the Socratic Seminar creates an atmosphere of intellectual and philosophical engagement, where students learn differences between dialogue, debate and discussion, which lends itself to a highly metacognitive thinking collaboration.

Teacher Teams meet three times per week to hone the aforementioned strategies until they become Best Practices for school-wide adoption which reflect and align to our Instructional Focus and shared belief of how our students learn best. These Best Practices will then become a part of our Instructional Culture to be communicated to staff, students, and families and used for the smooth induction of new teachers into our school. Analysis of Student Work, DOK, Common Core, and Danielson Framework Alignment Protocols will be used to collaboratively hone and differentiate these Best Practices for all levels of learners and content areas. Repeated cycles of Coaching, Administrative, and Teacher to Teacher Feedback will also be implemented to this end.

These school-wide Best Practices will be used to enhance/design (Curriculum) lessons, units,

assessments and projects that reflect/are aligned to Common Core, Danielson Rubric, and QR-based standards. They will also be the driving force behind 6 collaborative inquiry cycles. Teachers plan for interactive learning via student to student discussions (3c, 3b) by analyzing: instructional tasks, assessments, learning activities and modifying them to measure up to component 3b. Professional development is provided based on ADVANCE observations, professional development committee input, coaches' feedback and teacher team leader input. Our school leadership also engages in learning walks, which play a major role in determining supports we provide our teachers; we perform learning walks two times per week and provide teachers with immediate feedback using Job-Embedded/Advance Support tools and a Learning Walk Newsletter.

Teachers have completed Assessment Analysis and actions plans. Teacher Teams will create SMART Goals that are aligned to Renewal Goals. Instructional leaders and teachers participate in test-in-hand analysis meetings. Teachers are implementing action plans based on interim assessment data study. A major focus of our data study will be our transitioning and expanding ELL students.

We will support Expanded Learning Time in several creative ways. One way is by expanding the mathematics and language and literacy instruction we provide our students. All 9th and 10th grade students will receive one additional period of math and English for school year 2015-2016. Expanded Learning in the 11th grade will be implemented by giving students an additional science and math class. In the 12th grade, it will be supported via our academic learning programs: College Prep and SAT Prep. Pedagogical practice will be both via direct and indirect instruction. Teachers will use Socratic Seminar, technology; district material resources and other recommended researched materials that are CCLS aligned.

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, 10% of teachers will move up one level (e.g. from developing to effective) in Danielson 3b as compared to September 2015 as measured via ADVANCE.

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>
<ol style="list-style-type: none"> 1. Teacher Teams perform student work analysis (3d) and based on that analysis curricular adjustments are made. Teachers meet very frequently to study pieces of student work products that each teacher chooses to bring to a team meeting. The focus of study is students in the lowest-third and English Language Learners. The teachers who bring the student work share the work with their colleagues and explain the task(s) the students were required to complete. Teachers will engage in rubric norming practices to foster continuity and consistency. Teachers then engage in collegial dialogue and a feedback session. Teachers also follow the gap analysis model with an appropriate protocol. Additionally, we have hired two Literacy Coaches/Directors of Collaborative Professional Learning who will support teacher teams and model how to effectively support the team level work. 3. Targeted professional development is provided based on ADVANCE observations on areas of school focus: 3b, 3d & 1e. Generation Ready, Literacy Coaches, School Borough 	<p>Supports address faculty needs so that we can serve diverse proficiency level students focusing on ELLs & lowest third students.</p>	<p>September 2015 – June 2016: 6 Inquiry cycles will take place for 6-8 weeks. Content area teacher teams will meet 3 days per week and feature Teacher Spotlights, Analysis of Student Work, DOK, CC, and Danielson Framework Norming Protocols, co-planning, and curriculum enhancement. Teacher inter-visitations will take place once per cycle and Learning Walks to other schools within the building will also be employed.</p>	<p>Principal, Assistant Principals, Literach and Math Coaches, Teachers, School borough support personnel, Renewal coach, Community Partners and Consultants</p>

Support and School Renewal Coach provide professional development on the Danielson Framework, instructional shifts/CCLS alignment, multiple entry points/differentiated instructional supports/strategies, Socratic Seminar & rigorous formative assessments.

4. Teacher teams discuss implications for teacher planning and preparation and identify trends of students' strengths and areas for growth that they want to share with their cross-discipline grade level/content area team. Additionally, teacher teams will analyze interim assessment data with a major focus on ELLs. The MOSL rubric is the shared rubric used for interim assessment data study.
5. Literacy Coaches and Math Coach (Generation Ready) & Assistant Principals will facilitate professional development on Common Core Strategies as a means to Engage, Question, Inquire, and Assess. Frequent one on one coaching and mentoring as well as group/cluster PD will continue as a support. Expectations and support focus will be:
 - Common Core Aligned Questioning and Student-to-Student Discussion Strategies
 - Socratic Seminar
 - Argument CCLS W1- Argument-Claims and Counter Claim
 - MOSL grading and norming
 - Intervisitation activities/process
 - Close reading and annotation of complex texts
 - Development of rubrics for group work and participation and discussion
 - Tri Sate Rubric for use with unit design & ongoing revision
 - UBD and backward design for curriculum maps and unit plans
 - Essential questions, enduring understandings
 - Engage NY, and DOE ELA units
 - Alignment of tasks to CCLS, rigor, differentiation and R1- Anchor Standard

<ul style="list-style-type: none"> • Danielson 3b-Checking for Understanding and Formative Assessment (Expeditionary Learning) • DOK question stems and discussion, in addition to accountable talk • Tiered vocabulary, academic vocabulary and content vocabulary development • Effective feedback to students • Assistance with departmental action plans for interim assessment goals <p>• We will enhance our school-wide peer inter-visitation model, where supervisors and a group of teachers or a group of teachers observe best practices together. Each teacher will engage in one inter-visitation per cycle, (6 total). Each teacher will visit a classroom, where he/she could learn an interactive-learning strategy and or instructional practice/formative assessment aligned to 3b & 3d that reflects effective and highly effective indicators. Each teacher will write low-inference notes regarding what they observed using Job-Embedded/Advance Support Tools. Supervisors will have a debriefing session with a team of teachers regarding observations. Teachers will be expected to implement one common core aligned strategy they observed and or feel their students could benefit from.</p>			
<p>Socratic Seminar will be used as a vehicle for scaffolding rigorous academic content and supporting instructional shifts aligned to state ELA standards. We will also use Achieve3000 software which is an intelligent, interactive, and differentiated curriculum to support our multi-level learners (ELLs).</p> <p>We will employ close reading strategies aligned to CCLS that will assist students in identifying central ideas within a text and finding evidence. In collaboration with our community lead partner, Catholic Charities,</p>	<p>Supports address faculty needs so that we can serve diverse proficiency level students.</p>	<p>September 2015 – June 2016: Content area teachers will engage in Socratic Seminars a minimum of two times per semester; expanded learning programs will occur after school and on Saturdays..</p>	<p>Principal, Assistant Principals, Literacy and Math Coaches, Teachers, School borough support personnel, Renewal coach, Community Partners and Consultants</p>

<p>we will create literacy and math skills expanded learning programs after school and on Saturday to support ELLs and Students with Disabilities along with at risk students with foundational prerequisites.</p>			
<p>The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. Parent workshops will be conducted with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy and accessing community and support services, and technology training to build parents' capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child's progress by training parents in the effective use of Skedula/Pupil Path.</p>	<p>Supports address parent needs so they can support their children.</p>	<p>Parent workshops will be held a minimum of two days per month</p>	<p>Parent Coordinator, assistant principals, guidance counselors, school- community partners, and consultants</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><i>Fair Student funding</i></p> <p><i>Priority/Focus funding</i></p> <p><i>Title I SWP</i></p> <p><i>Generation Ready Coach</i></p> <p><i>Literacy Coaches</i></p> <p><i>Administrators and teachers</i></p>

School Borough Support

Renewal Coaches

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

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Each teacher will engage in two Socratic Seminars per semester (4 per year), one of which will be observed by an assistant principal and or principal as either a formal or informal observation and documented via ADVANCE. The goal is to measure effective pedagogical practices aligned to components 3b & 3d. The rubric that will be used to measure/evaluate the Seminar is the Danielson Rubric. The first Seminar observation is the benchmark. Teachers will get detailed, comprehensive feedback on the informal, observed Seminar.

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.	€
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.	€
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.	€
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.	€
<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 school aggressively pursued and was awarded the 21st Century grant. Because of this grant, during this school year/last year (2013-2014), the availability of club offerings and extra-curricular activities has increased by 100%. Students are now actively involved in a variety of activities after school and on Saturdays.</p> <p>We increased in request for internships (Isabella Volunteer Program). We continue to increase incentive-based programs to improve student motivation such as award ceremonies, motivational lunches and rituals (Town Hall meetings) that routinely recognize student success (academic, citizenship/leadership, and attendance, most improved and service).</p> <p>We have improved and enhanced parent-teacher communication and interaction to further student achievement. We have used the Skedula/Pupil Path system, the school phone messenger, a monthly principal’s newsletter, monthly parent workshops and so forth. We continue to strengthen and increase course offerings related to Health Careers and Sciences, which are needed in our theme-based program. In conjunction with Catholic Charities, we will continue to</p>		

strengthen academic interventions and social-emotional supports for students and will enhance our student peer-mediation program for improved conflict resolution.

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?

Stakeholders will say the High School for Health Careers and Sciences is a comprehensive educational program with a mission to promote college and career-readiness; community-based partnerships and a rigorous/diverse science program. It is a program that seeks to partner with parents and community via its lead partner Catholic Charities and has a thriving, healthy, supportive environment for students, staff, parents, and partners. It’s an educational setting supportive of all learners.

Our lead partner Catholic Charities supports: college-readiness, advisory, social/emotional support services, academic intervention services, SAT prep, mentoring, transitioning, parent engagement, STEM, experiential learning & Life Skills. Some of our other partners are as follows:

- Community School Board
- Isabella Geriatric Center
- Urban Arts Partnership
- NY Hall of Science
- Cornell University Collaboration
- Pencil, Inc.
- CUNY
- OPUS Dance Theater
- College Board

There are regular student government meetings and Town Hall meetings where students feel empowered and take a role in establishing school culture. Students are more vocal at Town Hall meetings and realize the power of voicing their ideas. Clubs are up and running and impacting students’ view of self and their learning environment. Our CBO’s have supported: mentoring for targeted students in all grades, building student’s life skills and leadership development. Our CBOs foster academic enrichment, recreational opportunities, and college/career advisement.

Our lead community partner (Catholic Charities) is working with us to build a strong advisory program for school year 2015 – 2016. This program will strengthen efforts to support students’ social/emotional needs. Along with Catholic

Charities, the iConnect attendance mentoring programming (through Urban Arts Partnership) will be focusing on attendance improvement.

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.

In order to continue to foster a supportive learning environment for the 2015 – 2016 school year, we will increase the percentage of students who feel a connection with an adult from 73% to 76% as measured by the NYC 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>In order to strengthen a supportive environment, we will continue to improve/increase extra-curricular activity offerings. We will add clubs based on surveys regarding student/teacher interest, as well as CBO expertise. In addition, we will sponsor school-wide events which will further build community.</p> <p>We will continue to require that teachers and the leadership team engage all students in grade level Town Hall meetings pertinent to graduation requirements, events, internship opportunities, community service and projects. Students will</p>	<p>All students at Health Careers, especially at risk students</p>	<p>September 2015 to June 2016: There will be monthly grade level Town Hall meetings and student award celebrations at the end of each making period (six times per year)</p>	<p>School Leadership Team, Parents Association, Parent Coordinator, assistant principals, teachers, Catholic Charities and other school community partners.v</p>

<p>engage in policy and community research and do presentations on findings in Town Hall meetings.</p> <p>The following will build a supportive environment: periodic celebrations regarding student achievement, hosting staff/student of the month recognitions, hosting staff/student retreats & trips, creation of a reward system for staff and students, hosting multicultural celebrations around holidays for staff, students, and parents, so that we might revel in the joy of diversity.</p> <p>We are enhancing our comprehensive structure for a school-based intermural league, which will encompass most athletic sports. School-based teams are collaborating with external partners to increase internships, community service, and student leadership.</p>			
<p>We will implement an advisory program will have a life skills component and a tolerance/multicultural diversity and awareness component.</p>	<p>All students at Health Careers, especially at risk students</p>	<p>September 2015 to June 2016 – advisory program will be programmed in-school for grade 9 and as an expanded learning program for grades 10, 11 & 12.</p>	<p>Assistant principals, teachers, Catholic Charities and other school community partners</p>
<p>Utilize school-developed parent surveys and questionnaires to measure steps to success.</p> <p>Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents’ capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child’s progress by training parents in the effective use of Skedula/Pupil Path.</p>	<p>Supports address parent needs so they can support their children.</p>	<p>Parent surveys will be done at the beginning of fall and spring semester; parent workshops will occur a minimum of two times per month.</p>	<p>School Leadership Team, Parent Association, Parent Coordinator and school- community partners, along with consultants</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.

Priority/Focus funding

Title I SWP

21 Century Grant Community-Based

Partners

Teachers and assistant Principals

Parent Coordinator

Parents' Association

School Leadership Team

Grade level Town Hall meetings

Interim progress reports

CBO budget- Catholic Charities

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

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

School leadership staff will conduct interim surveys in December and March that reveal students' opinions regarding clubs, programs and/or internship offerings and their impact. This data will assess progress toward goals and will be charted/and posted.

Skedula/Pupil Path progress report data will also be reviewed at the end of each marking period (October, December, January, March, May and June) and at the mid-point of each marking period so that appropriate AIS services can be provided to students.

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.	E
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.	E
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.	E
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>D</u>eveloping and <u>I</u>neffective. 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>Teacher teams were configured by content-based departments; they meet three times per week to develop and hone school-wide best practices aligned to the Common Core and Instructional Focus. The Math team is guided by the Instructional Lead, the Generation Ready consultant and the Math Assistant Principal. All other teachers are guided by their content specific Instructional Lead, Literacy Coaches and Assistant Principal. The common planning sessions were the result of an approved SBO. Teams made tremendous gains in completing CCLS aligned units of study.</p> <p>Some challenges we faced were that teacher teams were at different stages of professional growth around development of rigorous differentiated CCLS aligned tasks. This initially affected the quality of instructional outcomes in class. Additionally, limited funding sources for hiring multiple consultants to support teachers in content-based departments were a factor as well.</p> <p>The school has created a data-driven approach by administering interim assessment exams which result in making adjustments to curriculum and instructional practices.</p>		

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:

- 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?

Two times per week, teacher teams meet to enhance/design (curriculum) lessons, units, assessments, and projects that reflect/are aligned to Common Core, Danielson Rubric and QR-based standards. School leaders, coaches and teachers review unit goals, instructional tasks; performance tasks and enduring understandings for alignment. Using the Danielson rubric as the principle lens for measuring quality instruction and alignment, teachers share instructional learning material(s) with each other and provide feedback to their fellow peer(s) regarding areas of growth based on rubric component criteria. Teachers also use the DOK rubric to measure rigor levels. In teacher teams, teachers review unit performance tasks and provide each other feedback on the DOK level. If the performance task measures below a level two, teachers support each other to enhance the unit performance task to at least a DOK level three or four. Teacher Teams also use a Tri-State Literacy Rubric as a tool to provide additional guidance with measuring up alignment to *Instructional Shifts*. Teachers sit in pairs and exchange units, while using the Tri-State Literacy Rubric.

Teacher Teams also perform student work analysis and based on that analysis, curricular adjustments are made. Teachers meet every Wednesday to study pieces of student work products that each teacher chooses to bring to a team meeting. The teachers who bring the student work share the work with their colleagues explain the task/rubric the students were required to complete. Teachers then engage in collegial dialogue and a feedback session. Teachers also follow the gap analysis model with an appropriate protocol. For interim assessment data study, teacher use a common rubric (MOSL Literacy Rubric) across grade levels. Additionally, we are hired two Literacy Coaches who will support teacher teams and model for other teams how to effectively support the team level work.

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, 40% of our transitioning and expanding ELL students will have increased their score by one point or higher on traits 1 & 4 of the NYC Performance Task in ELA and 35% of these students will have a one point increase on math problem solving as measured per the Engage NY 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). • 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>To further meet the criteria for “Collaborative Teachers”, our teacher teams will work together to enhance Common Core aligned units of study. Our administrative team, in consultation with Generation Ready coaches and teacher team leaders, works closely to strengthen our school’s attention to the interconnectedness of the instructional core (curriculum, assessment, and pedagogy) concentrating our efforts on components: 1e, 3b, and 3d.</p> <p>Our teacher teams will continue to meet two times per week to enhance/design (Curriculum) lessons, units, assessments, and projects that reflect/are aligned to Common Core, Danielson Rubric and QR-based standards. Teachers will focus their planning around Socratic Seminar and interactive learning via student to student discussions (3b) by analyzing: instructional tasks, assessments, learning activities and modifying them to measure up to component 3b and by supporting the citing of strong textual evidence to support a claim or counter claim. Additionally, teams</p>	<p>Supports address faculty needs so that we can serve diverse proficiency level students, focusing on ELLs & lowest third students..</p>	<p>September 2015 – June 2016: Content area teacher teams will meet 3 days per week: one day per week will be spent looking at students’ work; PD will be provided a minimum of one day per week; (targeted PD will be provided two times per month); one day per week will be spent on planning and curriculum enhancement; teacher inter-visitations will be four times per semester; administrators and teacher team leaders meet weekly; open cabinet meetings are held once per month.</p>	<p>Principal, assistant principals, teachers, school-borough support personnel, renewal coach, community partners and consultants</p>

<p>will set SMART goals aligned to Renewal goals.</p> <p>We will enhance our school-wide peer inter-visitation model, where supervisors and a group of teachers or a group of teachers observe best practices together. Each teacher will engage in 6 inter-visitations, one per cycle. Each teacher will visit a classroom, where he/she could learn an interactive- learning strategy and or instructional practice/formative assessment aligned to 3b & 3d that reflects effective and highly effective indicators. Each teacher will write low-inference notes regarding what they observed using the Job-Embedded/Advance Support tool (a 4 quadrant form to improve feedback and tie observations directly to student achievement).</p> <p>All teacher teams will continue to be teacher-led and supported by school administration. The planning and agenda focus are jointly put together by a planning committee of teachers and administrators. Teacher team leaders participate in cabinet meetings and we have an open cabinet once per month where all teachers and community partners can partake in decision-making and proposing initiatives.</p>			
<p>Teacher teams will study interim assessment data pertinent to ELLs and Students with Disabilities. Specific instructional supports will be put in place and curriculum adjusted to reflect rigorous differentiated instructional Common Core aligned tasks. ESL and licensed Bilingual teachers will assist administrators, school borough support personnel, renewal coaches, community partners and consultants in performing professional learning sessions to further the comprehension of differentiated strategies to support our students with language needs.</p>	<p>Supports address faculty needs so that we can serve diverse proficiency level students, focusing on</p>	<p>Interim assessment exams will be given periodically and action plans/ curriculum adjustment will occur during each marking period based on the data; ESL and Bilingual teachers will provide supports at least one time per marking period</p>	<p>Principal, assistant principals, teachers, school-borough support personnel, renewal coaches, community partners and consultants</p>

	<p>ELLs & lowest third students;</p> <p>Teachers who need support in working with ELLs</p>		
<p>Based on our approved SBO, two days per week will be used to promote parent engagement by teachers. We also have a goal to improve parent involvement via our Skedula/Pupil Path system. Teachers will input data onto Skedula during recognized parent engagement time and teachers will engage parents in dialogue about Skedula.</p>	<p>Supports address faculty needs so that we can serve diverse proficiency level students and engage parents.</p>	<p>Parent engagement activities will occur a minimum of two days per week.</p>	<p>All teachers, Parent Coordinator, Catholic Charities and other school community partners</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>Priority/Focus funding</p> <p>Title I SWP funding</p> <p>Title I 1003(a)</p> <p>Fair student funding</p> <p>Community-Based Partners</p> <p>Generation Ready Coaches</p> <p>Administrators and teachers</p> <p>School Borough Support</p> <p>Renewal Coaches</p>

Parent Coordinator

Parents' Association

Interim Assessment Team

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

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

MOSL benchmark assessment and interim assessment data regarding trait 1 and 4 will be evidence of progress. Engage NY Assessment in problem solving will be used to measure math growth .

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).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	⚡
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.	€
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).	€
<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>Supportive systems and structures were created and improved to assist targeted students who were enrolled in credit accumulation as an extended day program and were provided targeted credit recovery opportunities. At risk students participated in our extended learning instructional program that focused on Regents prep and tutoring in various academic disciplines.</p> <p>School teams reviewed cohort data, attendance data, scholarship report data, call logs, academic transcripts etc. Teams were assembled to support college-career readiness: High School Transition Team and the Guidance Programming Team.</p> <p>Changes in the school program were made to create course sections that support non-met Regents standards.</p> <p>Our school earned a 11% graduation increase for school year 2014-2015.</p> <p>Some challenges were directly related to the large numbers of students who had not received a Regents' passing mark in Global History & US History.</p>		

Another challenge was the large number of over-aged and under-credited students who had less than two Regents and 20 credits during their cohort year.

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?

The best way to share and promote a common vision is to create strong teams, where capacity is built and trust is a cornerstone for moving an agenda and goals forward. We continue to build collaboration with teacher, parent and community leaders, and to engage all school level teams and community partners in shared-decision making.

Our lead partner, Catholic Charities, has office space in the school; this organization has assisted greatly in our college-readiness program. Catholic Charities began working with the school in the 2013-2014 school year and their staff has increased from two to three full-time personnel. They work with targeted juniors and seniors on activities such as SAT prep, preparing college applications, and life skills. This organization follows the students through their first year of college. In the spring of 2015, Catholic Charities, with support from our AIDP grant, provided another full-time staff member, who worked exclusively with targeted students who were in danger of dropping out.

In the fall of 2015-2016, Catholic Charities as lead partner is leveraging more resources to support college-readiness, advisory, social/emotional support services, academic intervention services, SAT prep, mentoring, transitioning, parent engagement, STEM, experiential learning and Life Skills.

We will engage in collaborative weekly Community Team meetings that will consists of administrative staff, teachers, the Parent Coordinator, guidance counselors and the Community Schools Coordinator and Community Schools staff.

Our team will continue to study and analyze the school developed graduation tracker systems for different cohorts. We will study other data tools, including school attendance statistics, transcripts and the Renewal Schools data tool, etc.

Our programmatic model will be aligned to the American Institute for Research feedback and school level needs assessments.

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.

In order to increase the graduation rate from 59% to 64.3% for the 2015 – 2016 school year , we will provide academic intervention services.

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) 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>Approved Credit Recovery and Online Courses: This support is given to cohort seniors in need of extra credits who have not exhausted the 3 credit recovery course limit during their high school career. If the student meets the criteria for credit recovery, we purchase an online credit recovery course for the student. As for credit accumulation, if the student’s program does not allow for enrollment in the extended day Achieve Now credit accumulation program, targeted students are enrolled in online credit accumulation courses.</p> <p>Graduation Tracker Tools: These tools are used to carefully assess where targeted and or group support/interventions are needed. The tools are used to target students’ progress toward graduation; enroll students in Regents prep support; enroll students in off-track courses; enroll students in credit recovery and credit accumulation; mentoring, group/cluster</p>	<p>All students at Health Careers, especially at risk students and cohort seniors</p>	<p>September 2015 – June 2016: progress is assessed each semester, September through January and February through June.</p>	<p>Principal, assistant principals, programmer, teachers, guidance counselors, support staff, Catholic Charities and other community partners</p>

interventions; AIDP drop-out prevention and tutoring, etc.

Mentoring: Catholic Charities and our school guidance and attendance team will perform one on one mentoring sessions for individual students. One on one conferencing will provide ongoing support to students who are potential graduates. Conferencing includes review of attendance data, scholarship report data, academic transcripts, student goals/future plans; etc. Catholic Charities, as an incentive, has taken students out for fine dining and networking excursions, college trips, and has given SAT prep classes. Mentors will call students in the AM to support early arrival to school. This will be done as a targeted approach, but the school phone messenger will be used to call all students at home.

Group/Cluster Intervention:

Every two weeks, our school guidance team and College Readiness Support Team will meet with all potential graduates. The focus of the conference: Progress Report analysis, Regents supports/readiness, credit accumulation progress toward graduation, etc. Each student is provided with a copy of their transcript, recent report card, recent progress report and attendance record. Guidance counselors, administrative staff and COB staff discuss areas of concern. Students are provided with lunch during these meetings.

Parent Involvement:

All students in our extended day learning program must have a contract signed by their parents. Parent conferencing for all potential graduates is ongoing. We will use the school phone messenger to inform parents of students' status and send home multiple letters alerting parents of potential graduates' academic standings. We are pushing a campaign to increase parent involvement via Skedula/Pupil Path, so support staff and the Parent Coordinator are on standby ready to train parents in logging onto the system to review their child's

academic information. Parents receive student progress reports during every marking period. As a common practice, teachers input data onto Skedula during recognized parent engagement time.

Supportive Electives:

Potential graduates are enrolled in elective courses that may support passing a required Regents exam.

Credit Accumulation: As per the NY State Education Department, all students are required to complete 54 seat-time hours to be awarded credit. Our potential graduates are given additional credit accumulation make-up opportunities. The school-assembled support team calls the homes of these students daily who demonstrate inconsistencies and or poor commitment to the program. The program will run on Saturdays for five hours. Resources utilized include mock Regents exams, Castle learning, Barrons Regents prep materials, and Achieve3000. An assistant principal oversees/supervises the credit accumulation and credit recovery programs. Guidance counselors are assigned to the extended day programs and create a schedule of mandated conferences for all student participants. Guidance counselors work with the Parent Coordinator and family worker to support/monitor student attendance. Guidance counselors create and maintain a “progress profile” for each student participant with specific and actionable goals (e.g., get to class on time, take accurate notes, use post-its for close reads, complete all homework on time, create your own glossary of key or unfamiliar terms, and other tools for learning.) Each session is centered on progress being made toward co-constructed goals and challenges impeding progress.

Tutoring and Regents Prep: Targeted students/potential graduates are enrolled in our extended day instructional program for Regents’ prep and tutoring in various academic disciplines.

College and Career Readiness: The College Advisement Team and the College-Readiness Club

<p>supports students with SAT registration and study, college applications, career path assessment, guidance on college and campus life, information regarding a selected major/minor, etc. Students who have not met the CUNY criteria are rescheduled to retake the ELA and math (algebra) Regents.</p> <p><u>AIDP-Dropout Prevention:</u> Targeted students are enrolled in our dropout prevention program- some students in this program are over-aged and under-credited and received academic intervention services and support in transitioning from high school. Targeted students receive mentoring supports and participate in college visits. We will work with our community partner (Catholic Charities) to support this process.</p> <p><u>Senior Town Halls:</u></p> <p>These are forums used to empower our young people to share their voice with our school community and each other. Students and school teams discuss graduation requirements, supports and challenges.</p>			
<p>Extended Learning Literacy and Math Enrichment Skills Program; Title III NYSESLAT/Reading and Writing in Content Areas. Socratic Seminar will be used a vehicle for scaffolding rigorous academic content and supporting instructional shifts aligned to State ELA standards. We will also use Achieve3000 software as an intelligent, interactive and differentiated curriculum to support our multi-level learners.</p>	<p>All students at Health Careers, especially ELL students and Students with Disabilities</p>	<p>September 2015 – June 2016</p>	<p>Principal, assistant principals, teachers, guidance counselors, support staff and community partners</p>
<p><u>Senior Parent Meetings:</u></p> <p>These meeting will take place though-out the year. This school year (2014 – 2015), we had 7 meetings, which were informative sessions, followed by questions from parents. All senior parents are required to attend these meetings. The following staff attends: college advisor; senior guidance counselor; assistant principal of guidance; school principal; coordinator of student activities; content area teachers and community partners.</p>	<p>Supports address parent needs so they can support their children</p>	<p>September 2015 – June 2016, a minimum of 6 senior parent meetings per year</p>	<p>Principal, assistant principal, programmer, teachers, guidance counselors, Parent Coordinator and school community partners</p>

<p>We will utilize school-developed parent surveys and questionnaires to measure steps to success. In addition, we will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy and accessing community and support services, technology training to build parents' capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child's progress by training parents in the effective use of Skedula/Pupil Path.</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>Priority/Focus funding</p> <p>Title I SWP funding</p> <p>Fair student funding</p> <p>Title III funding</p> <p>Community-Based</p> <p>Partners</p> <p>Administrators and teachers</p> <p>Guidance and Programming Team</p> <p>Support staff</p> <p>Parent Coordinator</p> <p>Parents' Association</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	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all our potential graduates (yellow zone) will have an 80% attendance or higher. We will use our graduation tracker tool for tracking yellow zone student's progress.

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.	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>Our school conducted parent workshops with topics that included: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy and accessing community and support services, and technology training to build parents’ capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child’s progress by training parents in the effective use of Skedula/Pupil Path.</p> <p>Our school provided opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Guide, Quality Review Report, and the Learning Environment Survey Report.</p> <p>Parental engagement at PA meetings can be improved. While we met the city average for high schools, we must increase the number of parents attending meetings.</p>		

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?

We are keenly aware of the importance of parent engagement and how having a community of involved parents can dramatically change a school. Therefore, we have, with determined effort, increased strategies to further engage parents in their child's education. We have learned that in the 21st century, we can communicate more effectively with parents with advanced technological systems. Because our Parent Association Meetings are not filled to capacity, we feel it is important to continue promoting opportunities for parent engagement so parents may continue to stay informed regarding their child's academic progress.

One of our goals for welcoming parents and their support is to create a parent volunteer program. The objectives of the program are: increase parent engagement, promote parent leadership, increase parent roles in shared –decision making, and involve parents in the Community Schools initiative.

Beyond monthly Parent Association Meetings, our aim is to have monthly Community School level meetings. A few objectives of these meetings are: to engage community and families in the role the school plays in the larger community, to explore how school can leverage community resources to support students and parents, to explore/answer school safety concerns and questions and share the vision of a safe learning environment, to inform the community of set benchmarks and challenges, and to inform community and parents of the current fiscal condition and budget plans and/or priorities.

We currently offer a literacy class for parents who are interested in learning English. This is done via a partnership the school has with a community-based non-profit organization. Our school staff will continue to conduct parent workshops centered on: understanding educational accountability, grade-level curriculum and assessment expectations, literacy and accessing community/support services, and technology training to build parents' capacity to help their children at home.

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.

June 2016, we will have 30% of our parents registered and utilizing Pupil Path as measured by parent access data in Skedula/Pupil Path.

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) <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>Parent Volunteer Program. Each school day several parent volunteers to provide volunteer services to our school. The objectives of the program are: increase parent engagement, promote parent leadership, increase parent roles in shared –decision making, involve parents in the Community Schools initiative, and increase Skedula/Pupil Path enrollment.</p> <p>Parent Association Meetings: Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about Skedula/Pupil Path and the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.</p> <p>Community School Level Meetings : Schedule community school level meetings to engage community and families in the role the school plays in the larger community. These meetings will also explore how the school can leverage community resources to support students and parents and to explore/answer school safety concerns and questions and share the vision of a safe learning environment. We will inform the community of set benchmarks and challenges and inform community and parents of the</p>	<p>Supports address parent needs so they can support their children</p>	<p>September 2015 – June 2016: Parent meetings are scheduled monthly and Community School Level Meetings will be scheduled once per month. Parents will volunteer in school on a daily basis.</p>	<p>Administrators, School Leadership Team, Parent Association, Parent Coordinator and school community partners</p>

current fiscal condition and budget plans and/or priorities.			
SKEDULA: Parent Skedula/Pupil Path support/training will take place once per month and individual support sessions will be scheduled when needed. Teachers will input data onto Skedula during recognized parent engagement time and teachers will engage parents in dialogue about Skedula. The parent coordinator and the programmer will support parents with Skedula. Notices/letters will be sent out to parents via mail, which will contain Skedula access codes and a detailed step by step guide to log-in and review students' records.	Supports address parent needs so they can support their children	September 2015 – June 2016: One Skedula/Pupil Path training will be scheduled per month	Administrators, Parent Association, Parent Coordinator, programmer, all teachers, guidance counselors, support staff, and school community partners

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.											
Priority / Focus funding											
Title I SWP funding											
Fair student funding											
Community - Based											
Partners											
Administrators and teachers											
Guidance and Programming Team											
Support staff											
Parent Coordinator											
Parents' Association											
School Leadership Team											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10% higher percentage of parental engagement as measured by Skedula / Pupil Path by January 31, 2016.

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 our 9 th and 10 th grade students will participate in Expanded Learning Math and English Language Arts.

Part 2 – ELT Program Type

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

Part 3 – ELT Program Description

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

The Programmatic Model for Expanded Learning Time at Health Careers and Sciences will be fostered in several creative ways. One way is by embedding additional elective/core courses in students’ schedule; for example, expanding the mathematics and language/literacy instruction we provide our students. All 9 th grade students will

receive one additional period of math for school year 2015-2016. All 9th grade students will also receive a second English Language Arts Course with a focus on Common Core Writing. All 9th grade students will have 10 periods in their school schedule, except for our Transitional Bilingual Education Program students, who will have 11 periods on their school schedule. Both the 10th and 11th period(s) are Math and Literacy instructional support intervention services (Homework Help Seminar). Under this model, our 9th grade students will exceed the current expectations of 7hrs & 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Our 10th graders this year have an additional social studies class in their second year of high school. They will be taking a global studies class and a world geography class. All 10th graders will have a 9 period day on their school schedule. Under this model, our 10th grade students will exceed the current expectations of 7hrs & 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Expanded Learning Time for 11th grade students is embedded in the school program. Our 11th grade students have an additional science and a second math class. All 11th grade students will have a 9 period day on their school schedule. Under this model, our 11th grade students will exceed the current expectations of 7hrs & 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Expanded Learning in the 12th grade will be supported via our academic learning program: non-credit bearing Regents Review Program/College Prep. Pedagogical practice will be both via direct and indirect instruction. Teachers will work with Columbia University tutors to support students with CCLS competency skills attainment/Regents. All seniors will have an additional period per day for College Prep/Regents' Review. Under this model, our 12th grade students will exceed the current expectations of 7hrs & 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

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 assistant principal of organization is the person who will oversee all Expanded Learning Time Programs. The assistant principal of organization will work with school-level support staff, guidance counselors, the programmer, community school personnel, teachers and other administrative staff to support and strengthen all Expanded Learning Programs. The assistant principal of organization will work with the school principal and Community School Director to run a robust and effective Expanded Learning Time Program.

Our multifaceted models of Expanded Learning Time Programs will involve school level budget contributions and the Community School budget as expended by Catholic Charities to support the Math and Literacy Enrichment (Homework Help) and SAT prep/College preparation. Both Community School staff and school staff will support all Expanded Learning Programs.

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

The program will be implemented at the start of school year 2015-2016. Our program for 9th and 10th graders of double literacy and math is year round. The enrichment literacy/math (HW Help) program will run year round, but is subject to school funding constraints.

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.

Priority/Focus funding

Fair student funding

21st Century funding

Community-Based Partners

Administrators and teachers

Guidance and Programming Team

Support staff

Parent Coordinator

CBO budget- Catholic Charities

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

Targeted students will make progress as indicated on the ELA Performance Task and Math Engage NY Assessment.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016, the school's Four Year College Readiness Index will increase from 10.4% to 11.6%

Part 2 – Community School Program Description

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

Students will be provided expanded learning opportunities and enrichment activities based on their instructional cohort, as follows:

- 9th grade – The focus of expanded learning and enrichment activities at the 9th grade level will be adaptation to high school and developing strong study skills, curbing poor attendance behaviors and cohort development. This is a transitional period for many youth, and our focus will be on developing a sense of community and building a culture/environment of mutual support.
- 10th grade – The focus at this level will be on developing a sense of community, setting the groundwork for college and career awareness and readiness, knowing how to go into summer jobs, learning the responsibilities and expectations of a workplace environment, and working and communicating effectively with other people.
- 11th grade – The focus of at this level will be on developing social and emotional skills that will help participants effectively cope with issues that may be affecting them at home, as well as coping with anger and stress. We believe that in addition to helping students with academic issues, it is critical that they develop strong coping and self-advocacy skills which will result in better quality educational outcomes and improved performance. College and career readiness activities will continue to be an important focus at this level. Participants will be exposed to various higher education and career opportunities, including STEM fields and vocations.
- 12th grade – The focus at this level will be higher education applications, researching scholarship opportunities, seeking financial aid, and securing internships. College and career readiness activities will continue to be an important focus at this level.

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.

School staff and the CBO will work closely to provide the supportive services (college-readiness, advisory, academic intervention services, guidance and counseling, transitioning, parent engagement, STEM, experiential learning & Life Skills) for every student in the school. These services will allow the school to offer:

- Strong instruction designed to provide personalized learning opportunities for students.
- Robust engagement, anchored in positive youth development, ensuring that schools are welcoming and empowering to students, families and community members.

Continuous improvement using school and student data to tailor programming and instruction focused on results.

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.

The Community School program will be implemented by the lead CBO – Catholic Charities Community Services. The program will be overseen by an assistant principal, who will work in close collaboration with Catholic Charities' Community School Director. Catholic Charities will coordinate services with partnering CBO's to ensure high quality, relevant services are being provided to all students.

The lead CBO will be instrumental in the implementation of the ELT program. The CBO will provide the advisory curriculum and support teachers with the program facilitation. Additionally, CBO staff will be designing and facilitating ELT college and career readiness, leadership development, and lifeskills programming. When deemed appropriate, the CBO will subcontract specialist to support the ELT; examples of this will be Kaplan Test Prep for SAT prep.

Students will be monitored closely to assess impact of programming. All CBO staff will be trained in Skedula/Pupil Path to allow for attendance and academic tracking. Twice a year students will be given surveys polling their perceived level of support and safety, and quality of education. This data will be utilized to maximize supportive services. Students will also be assessed on the 4 Year College Readiness Index to determine their degree of college readiness, and hence the impact of services being provided.

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

Community School program success will rely greatly on the CBO's resources. Utilizing the CBO's 8 fulltime staff for ELT and subcontracted specialist, as well as parent and community volunteers will be necessary. The expanded requirements will require an extended day for all students.

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

Entering 9th grade students will participate in a summer academy during the end of the summer to help prepare for the transition to high school. Community School programming ELT will begin immediately for 9th, 10th and 11th grade students and run for the entire year. For 12th grade students the program will also begin immediately and focus on college and career readiness (SAT prep. and college essay support for seniors, college exposure, readiness/leadership development.)

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>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be:</p> <p>overaged and under-credited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation</p>	<p>Analysis of fiction and non-fiction selections; essay writing practice; making personal connections to literature;</p> <p>Differentiated Instruction and implementation of multiple learning intelligences methodology</p>	<p>Peer and group tutoring,</p> <p>one-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 2:00 PM</p>
Mathematics	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be:</p> <p>overaged and under-credited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation</p>	<p>Providing concrete examples so students realize that math is integral to everyday situations.</p> <p>The combination of differentiated instructional strategies, guided programming to meet at risk students' needs, extended day mentoring and tutoring, collaborative learning, project-based learning, Saturday academy</p>	<p>Peer and group tutoring,</p> <p>one-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 2:00 PM</p>

		and holiday-break academy for credit recovery.		
Science	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be: overaged and under-credited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation</p>	<p>Hands-on examples to provide a better understanding of scientific concepts;</p> <p>off track credit bearing classes both during and after the school day</p> <p>Resource room and inclusion classes during the day.</p> <p>Regents diagnostic tool</p> <p>Saturday Academy</p> <p>Online credit recovery tool</p> <p>Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands</p>	<p>Peer and group tutoring,</p> <p>one-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 2:00 PM.</p>
Social Studies	<p>AIS is based on academic transcript data and social and</p>	<p>Interpreting document-based questions and essay writing practice ;</p>	<p>Peer and group tutoring,</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from</p>

	<p>emotional supports a student may need. Some factors may be: overaged and under-credited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation</p>	<p>off track credit bearing classes both during and after the school day</p> <p>Resource room and inclusion classes during the day.</p> <p>Regents diagnostic tool</p> <p>Saturday Academy</p> <p>Online credit recovery tool</p>	<p>one-to-one tutoring</p>	<p>9:00 AM – 2:00 PM.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be: overaged and under-credited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation</p>	<p>Attendance tracking for at-risk students who are enrolled in credit recovery and credit accumulation classes</p> <p>Attendance tracking and parent conferences for LTAs and other at-risk students</p> <p>Classroom lessons, one-on-one conferences and group counseling for at-risk students on transcripts, report cards, college</p>	<p>Group conferences, one-to-one counseling</p>	<p>In school, after school on Tuesday, Wednesday, Thursday, Friday, and Saturday from 9:00 AM – 2:00 PM</p>

		<p>readiness, and promotion criteria</p> <p>Support services for at-risk students including informing students about CBOs, AIS services and career exploration</p> <p>Referrals for at-risk students to counseling and other outside resources</p>		
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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.
All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications accompanied by quality training ensure that effective teaching practices are utilized.
The principal and assistant principals will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.
School budget funds will be allocated to support individual learning sessions for ELL and or special needs students, as the school may see an increase in the number of these students.
Teacher teams collaborate frequently and develop department goals and or benchmarks. School leadership staff meets with new teachers weekly and provides constructive feedback.
Teacher candidates are interviewed more than once by a committee of students, parents, teachers and administrators. Teacher candidates are required to perform a demo lesson and bring a portfolio of developed learning plans/curriculum.

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).
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All new teachers are assigned mentors who commit quality time to providing support structures to help acquaint their new colleague(s).

The school has collaborated with Generation Ready, Cornell, Urban Arts, the NY Hall of Science and network instructional staff and will tap into the borough content specialty teams to bring in other instructional specialists. In particular, literacy and history specialists are needed to work with all ELA and Social Studies teachers to improve literacy practices as well as discuss and implement differentiated instruction in curricular units to help improve student outcomes. Teachers will also participate in weekly professional development sessions that will focus on:

- Development of rubrics for group work and participation and discussion
- Tri State Rubric for use with unit design assessment
- UBD and backward design for curriculum maps and unit plans
- Essential questions & enduring understandings
- Rigor & differentiation
- Danielson 3b-checking for understanding and formative assessment (expeditionary learning)
- DOK question stems and discussion and accountable talk
- Tiered vocabulary, academic vocabulary and vocabulary development
- Questioning and discussion strategies
- Close reading and annotation of complex texts

High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil personnel services, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom and support parents and build community with colleagues.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Content-area teacher teams meet daily and one day per week is devoted to discussion regarding assessments and looking at student work. Content-area teacher teams collaborate and create common assessments for each department. One day per week in the content-area teacher teams, the APs do professional development regarding Danielson Components 1e, 3b and 3d (assessments). In addition, instructional specialists and Generation Ready coaches will continue to provide PD to all departments regarding assessments, gap analysis, and using assessment results to improve instruction.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	592,466.00	X	18, 23, 28, 35, 38
Title I School Improvement 1003(a)	Federal		X	28
Title I Priority and Focus School Improvement Funds	Federal		X	18, 23, 28, 35, 38, 42
Title II, Part A	Federal	0		
Title III, Part A	Federal	22,220.00	X	35
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,212,617.00	X	18, 23, 28, 35, 38, 42

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.

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. The HS for Health Careers & Sciences, 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. The HS for Health Careers & Sciences 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)

The HS for Health Careers & Sciences, 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.

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

2. 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;

3. **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: HS for Health Careers & Scienc	DBN: 06M468
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>67</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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</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: This program will target sixty-seven (67) ELL students grades 9 - 12 who comprise the ESL subgroups of students with 4-6 years of instructional service and long-term ELLs (over 6 years of instructional service). The ESL instruction, which students receive during the course of the school day, will be supplemented with an after-school and Saturday program. ESL instructors will be given the disaggregated NYSESLAT scores for each student (RNMR & RLAT). The goal will be to focus on each student's particular area of weakness by giving NYSESLAT prep, practice and support. In addition, some of these students will be preparing to take Regents examinations in English and other content areas.

The program will be as follows:

ESL instruction: Wednesday after school, 3:00 - 5:00 PM & Saturday, 9:00 AM - 12:00 PM

Regents Preparation in social studies, science and math: Saturday, 9:00 AM - 12:00 PM

The Wednesday after-school licensed ESL teacher along with the Saturday ESL teacher who has a bilingual extension will be given the NYSESLAT and the modality report which will address each student's proficiency level and will drive the instruction needed for mastery. The ESL classes will be divided up into smaller homogenous groups for intensive practice. If the student's area of weakness is reading & writing, instructors will work with students using journals, response to literature prompts, short story analysis, NYS Regents essay practice and the Achieve3000 software program. For those whose weakness lies within the modality of listening & speaking, students will practice taking notes from engaging teacher-read material that is provided in their native language as well as in English. Other auditorily enhanced activities will be implemented with this particular group of students.

In addition to the intensive ESL instruction in both the Wednesday after school program and on Saturday, there will also be Regents preparation on Saturdays in the subject areas of mathematics, social studies and science. The ELL Regents preparation program will be taught by the following teachers: a licensed bilingual social studies teacher and a bilingual mathematics teacher, who will be co-teaching with a bilingual science teacher who is obtaining her bilingual extension license. Regents preparation teachers will provide instruction in both English and Spanish. The rationale for including Regents preparation for these particular subgroups of ELLs is as follows: these students statistically fare less well in the reading and writing portion of the NYSESLAT. For all students to be successful on the Regents exams, they must be proficient in those areas and with this additional help, the students have a better chance to pass these exams needed for graduation.

We will purchase Regents review books for the social studies, mathematics and science content area courses. In addition, for the ESL instruction, students will use NYSESLAT review books, reference materials, English in Action and Discovering Fiction workbooks and textbooks. The ESL teachers will use these resources to facilitate focused learning sessions to build students' capacities in reading, writing, speaking, and listening in English. In addition, technology will be utilized in the form of laptops to support the English acquisition process through the use of Achieve3000 which features informational texts and is suitable for all lexile levels.

This ESL program will be offered after school for 2 hours on Wednesdays (3:00 – 5:00 PM) and on Saturday mornings for 3 hours (9:00 AM – 12:00 PM). The Wednesday program begins on Wednesday, November 5, 2014, for a total of 26 Wednesday sessions and 52 teacher hours. There will be 26 Saturdays for a total of 312 teacher hours. The Saturday program begins on Saturday, November 1, 2014.

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: All five teachers participating in the Title III enrichment program will be required to attend professional development sessions offered by the Department of Education OELL and CFN #611. In addition, the five teachers in the Title III program will participate in professional learning sessions. Professional learning sessions will take place on a monthly basis beginning in November for a total of eight one-hour sessions on the third Monday of each month beginning on Monday, November 17th.

The titles of topics to be explored are:

-Using Data to Inform Instruction: An In-Depth Look at ELL Students and Regents Success (2 Sessions): November 17th and December 15th.

-Content Area Literacy Strategies for ELL Students (4 Sessions): January 26th, February 23rd, March 16th and April 20th.

-Engaging ELL Students in SPEAKING (1 Session): May 18th

-The Writing Workshop for ELL Students (1 Session): June 15th

The above after school sessions will be facilitated by Elsie Acevedo, F-Status ESL Assistant Principal, and Altagracia Acosta, AP Foreign Language.

In addition, additional professional learning will take place through departmental common planning sessions three times per week so that all staff members can support the literacy needs of our ELL population. The five teachers in the Title III program will participate in these departmental common planning sessions in which they will be able to discuss student progress, best practices and curriculum mapping. The teachers will meet in departmental common planning sessions September through June. The English/ESL team leader will facilitate the English/ESL sessions in order to keep the ESL teachers abreast of the most up-to-date and successful practices regarding ESL instruction. Articles and texts which will be read by the teachers in this program and discussed will be: "Educating New York's Bilingual Children: A Future from the Past" International Journal of Bilingual Education and Bilingualism, 14:2, 135-153; and the book "English Grammar: Instruction that Works" by Dr. Evelyn B. Rothstein. Other topics of study which support the Title III program and will be discussed in the common planning periods are: Achieve3000 data and curriculum alignment with common core standards as it applies to ESL and specifically to these targeted ELL subgroups.

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: ESL students comprise thirty-two percent (32%) of the entire student body; however, even a larger percentage of the parents are monolingual Spanish speakers. Due to the lack of English proficiency amongst our parent population, ESL classes will be offered for parents on Saturdays mornings and will run in conjunction with the Title III student classes; these parent ESL classes began on Saturday, October 18, 2014 and will continue until June. Certified language instructors will be providing these classes offered through City College. Topics to be addressed will include: basic

Part D: Parental Engagement Activities

language acquisition skills, communicating in a variety of situations, and helping your child with the new standards. The Parent Coordinator, Elsa Roman, has been instrumental in conducting parent outreach for these parent ESL classes and she attends these classes to assist the teachers and ensure that parents receive full benefits from the ESL course.

Workshops focusing on relevant and useful skills for parents will be given monthly from December through June from 6:00 - 8:00 PM on specified Mondays of each month. Concentrated outreach to parents of the 4 - 6 year and the over 6 year ELL students subgroups will be conducted so that these parents can attend and take advantage of these workshops. Parental involvement is integral in increasing student literacy.

Parent workshop topics will include:

-College Readiness - many bilingual students will be the first ones in their family to attend college; workshop to be held December 22, 2014, presented by the college advisor for parents of bilingual students, both juniors and seniors.

-How to Finance College - many parents and students need assistance in exploring financial aid options and in filling out the FAFSA; workshop to be held on January 26, 2015, presented by the college advisor for parents of bilingual students, both juniors and seniors.

-Academic Supports for ELL Students (2 Sessions) - parents need to know what supports are available for them and their student; workshops to be held on February 23, 2015 and March 9, 2015, presented by the bilingual guidance counselors and assistant principal of ESL for parents of bilingual students, grades 9 - 12.

-Cultural Workshops (2 Sessions) - parents (especially newly- arrived immigrants) need information on transitioning into American systems and culture; workshops to be held on March 23, 2015 and April 20, 2015, presented by the bilingual guidance counselors and assistant principal of PPS for parents of bilingual students, grades 9 - 12.

-Bullying - bullying and cyber-bullying is an ongoing problem for teen-agers and parents need information and advice on this subject; workshop to be held on May 18, 2015, presented by the bilingual guidance counselors and a dean who is trained in peer mediation for parents of bilingual students, grades 9 - 12.

-Transitioning to a New City and Place - parents (especially newly-arrived immigrants) need information on services and agencies in NYC; workshop to be held on June 15, 2015, presented by the bilingual guidance counselors for parents of bilingual students, grades 9 - 12.

-English Language Courses for Parents (Saturday program and the cost will be at no charge to Title III funds.)

Outreach to parents will be provided in the following ways:

All written materials are translated into the home languages of parents participating in the program in order to ensure that they fully benefit from the learning activities. The Parent Coordinator will be responsible for the translation of all notifications, flyers, emails and letters sent to parents which invite and inform them of upcoming events.

Conferences between parents, bilingual guidance counselors, and students will be held during the school day; after school and Saturday meetings will serve working parents. These guidance conferences will focus on student academics, family literacy and support services and small group counseling. Referrals will be provided to the on-site psychologist and social worker from the school-based NY Columbia Presbyterian Clinic if needed and future career and college opportunities will be explored. Parents will be encouraged to attend the parent workshop series along with the Saturday ESL classes to become more proficient in reading, writing and speaking English.

Part E: Budget

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

Allocation Amount: \$ _____

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 	_____	_____
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. • 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 06	Borough Manhattan	School Number 468
School Name HS for Health Careers & Sciences		

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 Javier Trejo	Assistant Principal Teresa Ratkowski
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Eva DeJesus	School Counselor Elizabeth Arrendell
Teacher/Subject Area Aderlin Fernandez/ ENL	Parent Angelita Diaz
Teacher/Subject Area Jennifer Mejia/Earth Science	Parent Coordinator Elsa Roman
Related-Service Provider	Borough Field Support Center Staff Member TBD
Superintendent Manny Ramirez	Other (Name and Title) John Infante/Special Ed

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	5	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	5	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	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	2

D. Student Demographics

Total number of students in school (excluding pre-K)	565	Total number of ELLs	179	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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										34	33	20	12	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	179	Newcomers (ELLs receiving service 0-3 years)	128	ELL Students with Disabilities	45
SIFE	50	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	33

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	94	22	3	3	2	0	6	1	5	0
DL										0
ENL	35	6	2	14	4	2	27	1	19	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic										2	1		1	0
French										2				0
SELECT ONE										23	25	26	14	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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										16	24	25	15	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1			1	0
Haitian														0
French										2				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											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)										19	15	17	8	0
Emerging (Low Intermediate)										4	10	8	6	0
Transitioning (High Intermediate)										2	5	7	3	0
Expanding (Advanced)										14	19	18	12	0
Commanding (Proficient)										5	22	25	30	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	40	0	22	0
Integrated Algebra/CC Algebra	23	49	8	12
Geometry/CC Algebra		2		
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	10	0	4	
Living Environment				
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	21	46	2	8
Geography				
US History and Government	14	34	12	19
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.
Teacher-generated assessments and Achieve3000 are used to assess early literacy skills of ENLs. Most newcomers cannot read or write in English or Spanish; literacy across all content areas is a school-wide problem with all ENL students. The entering, emerging and transitioning ENL programs focus on basic literacy skills: reading, writing and spelling. Newcomers were given the NYSETELL test and very few students could read and understand the test. Most students did not know how to bubble in their names on the NYSETELL test. In order to address the school-wide literacy issues, elective creative writing classes were created for all ENL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
There are more entering, emerging, and expanding students in the 9th & 10th grades than there are in the 11th & 12th grades. Students do better in listening and speaking modalities of the NYSESLAT as opposed to the reading and writing modalities. According to the LAB-R data, students enter school at low proficiency levels and their grades correlate directly to this data. As their proficiency level improves, their grades do as well.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Because of the low NYSESLAT scores in the reading and writing modalities, the school now has programmed ENL Creative Writing elective classes for ELL students. English grammar is infused into this elective class along with basic writing skills. ENL teachers are familiar with the NYSESLAT score of their students; therefore, purposeful grouping and differentiation is used to bring all ENL students to proficiency. In addition, content area classes for ENL students have more reading and writing assignments, as per the common core standards. In many instances, an ENL teacher pushes into content area classes to provide support for ELL students. The school uses the AMAQ data to determine the progress of ENLs in Regents exam scores, NYSESLAT scores and credit accumulation.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. As students progress throughout the grades, from 9 - 12, their English improves. In the free-standing ENL program, ENL students do better on tests taken in English because they receive instruction in the target language. For TBE students, ENL students do better on content area assessments in their native language.
 - b. ENL Periodic Assessment data is used as a predictive for the NYSESLAT and the NYS English Regents exam. School administrators do an item analysis of the periodic assessment to drive instruction and group students appropriately, as well as targeting low-performing students in highlighted areas.
 - c. The ENL Periodic Assessment tests are very difficult for the ENL students and they prompted the school to create an action plan to address the needs of the ENL students. The periodic assessment data is used to create programs such as Saturday Academy, homework help and tutoring for ENL students.
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?
Students are programmed according to their NYSESLAT scores, and students receive the appropriate number of ENL minutes as determined by their proficiency level. ENLs also receive instruction in the Achieve3000 Program.
 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).
The best indicators are the percentage of students who score proficient on the NYSESLAT and pass the English Regents exam. In addition, moving up within a proficiency level and moving on to a higher proficiency level are other indicators of success. Success is measured by the number of students who meet the AYP, based on credit accumulation and Regents passed.

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 HS for Health Careers and Sciences follows the below procedure for the initial identification of possible ENLs:
 - After the parent registers the student, they complete the Home Language Identification Survey (HLIS).
 - In addition, an informal oral interview is also given to the parent and student. The ENL coordinator and/or a bilingual guidance counselor is the person responsible for conducting the oral interview. The HLIS and the Spanish LAB are administered by the ENL coordinator. The parent coordinator assists the ENL coordinator in the interview process. The ENL coordinator is a licensed ENL teacher with twenty (22) years experience.
 - If the HLIS and information from the informal interview indicate that a language other than English is used in the home, students are administered the NYSITELL and/or the Spanish LAB (Language Assessment Battery) within ten (10) days of school registration.
 - According to the scores on these tests, a student is either entitled or ineligible for ENL services.
 - Once a student is determined to be entitled for ENL services, parents are notified in writing via the Parent Entitlement Letter and are invited to attend a parent orientation session. The parent coordinator sends these letters out to the parents.
 - Students are evaluated annually using the NYSESLAT exam, and their scores determine their continuation as ENL students. The ATS RLAT Report is used to identify students eligible to take the NYSESLAT.
 - The entire ENL department works together with the Assistant Principal of Organization and the ENL coordinator to administer the NYSESLAT. ENL class lists from HSST are used for the ENL coordinator to schedule the NYSESLAT. Other ATS eligibility reports which are used are the RMSR, REXH, RLER and the RNMR.
 - A calendar is created by the entire ENL team (AP, ENL coordinator and four ENL teachers) to determine when to administer each component of the NYSESLAT within the given window.
 - The ENL coordinator works with the team in the preparation, administration and shipment of the NYSESLAT.
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).

If the Home Language Survey indicates an interruption in formal schooling, the oral interview questionnaire is administered. The oral interview questionnaire will indicate initial SIFE status and this must be done within 30 days; this can be modified for up to one year. Teacher-generated assessments and Achieve3000 are used to assess early literacy skills of SIFE students within that year time frame.

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).

The IEP team in conjunction with the ENL coordinator determines the student's eligibility for special education services and the language in which the special education programs and services are delivered. SWDs follow the same procedure as outlined above. ENLs with disabilities must receive the required level of ENL services and the program placement and parental option procedures are facilitated by the Committee for Special Education during IEP meetings.

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.

- The parent coordinator sends Entitlement Letters to parents of ENL students.
- As stated above, parents are given both a Parent Assurance Survey and a Program Selection form at the parent orientation session. Both parents and students return the Program Selection forms.

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).

The Right to Appeal ENL Status Letters are sent to parents at the same time as the Entitlement Letters. This letter clearly states that if the parent believes that his/her child has been misidentified as an ENL student, that they have the right to send a letter of appeal to the principal, so that the process for re-identification can begin.

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.

The following has been implemented:

- A parent orientation takes place within ten (10) days of the student's registration into school. The orientation is administered by the school's parent coordinator and the ENL Coordinator. Orientations are ongoing throughout the school year, but we host the initial orientation during the months of September and October, and provide information as well as refreshments for the parents.
- Each orientation includes a video presentation which informs the parent/guardian of the three (3) ENL program choices being offered in the NYC school system. Ample time is provided for a question and answer session. Materials are provided in the parents' native language.
- If a parent/guardian selects a particular program which is not presently being offered at the school, we inform them that they have two choices: they can either wait until we have twenty students for the same program in two contiguous levels or they will have the option of having their child attend a school which is currently offering the program of their choice. It is our responsibility to inform the parents that once we have enough students, we will open up a particular program.
- Once the parent/guardian has gone through the entire orientation process, they are given a Parent Assurance Survey and Program Selection form. Forms are returned to us by either the student or the parent.
- At the High School for Health Careers and Sciences, parents have the choice of two separate ENL programs: Transitional Bilingual Education (TBE) and Freestanding Monolingual ENL.
- Students are placed in the program that their parent selected.
- After placement, the parent receives a Placement Letter via mail.

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.

The school documents all attempts to gather the initial parent selection preferences. Phone calls are made home to parents in order to have their child bring in the Program Selection form. If we are not successful in obtaining the Program Selection form after phone calls are made, the family worker goes on home visits to see parents personally and obtain the form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL Coordinator keeps a spreadsheet of each ENL student and notes the returned/non-returned Program Selection forms. A copy of the Program Selection form is retained in the child's permanent record and a copy is also kept in the Program Selection form binder maintained by the ENL Coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our parent coordinator sends Entitlement Letters to parents of ESL students.

- As stated above, parents are given both a Parent Assurance Survey and a Program Selection form at the parent orientation session. Both parents and students return the Program Selection forms; we have one hundred percent (100%) retrieval of Parent Selection forms.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The ENL Coordinator retains a file on all ELL students, with all documentation in each file. In addition, a copy of the Program Selection form is also kept in each child's permanent record as well as in a binder maintained by the ENL Coordinator.

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.

ENL teachers attend training on the administration and scoring of the NYSESLAT. A school calendar is created based upon the NYSESLAT components administration. The ENL Coordinator orders the appropriate number of exams and is responsible for the overall test administration including scoring, packing and returning the documents. The test is administered in the ENL classes and individual student invitations are distributed for students to take the listening/speaking portion of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parents notification letters are backpacked home with students as well as being mailed. In addition, we use the School Phone Messenger to let parents know these documents are coming home.
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).

After reviewing the Parent Survey and Parent Selection form, the trend in program choices shows that the parents selection appears to be TBE over Free Standing Monolingual ENL. In school year 2011 - 2012, 131 parents chose TBE and 106 parents selected Free Standing Monolingual ENL. For the year 2012-2013, only 32 parents opted for Free Standing Monolingual ENL. In the school year 2014 - 2015, 120 parents chose TBE and 86 opted for Free Standing Monolingual ENL. The trend is definitely towards TBE. Parents who request a bilingual or a dual language program will be sent to the website ENL ProgramTransfers@ @schools.nyc.gov. A record is maintained of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The organizational model used in our ENL program is self-contained for all ENL classes. Content area classes have a push-in model with certified ENL teachers. In addition, the ENL classes are un-graded; proficiency levels are used for programming.
 - b. TBE program. *If applicable.*
Instruction is delivered by certified ENL teachers, bilingual teachers, and teacher who have a bilingual extension. We use block programming for TBE classes and students have mixed profieiciency levels.
 - 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)?
We have two NLA certified teachers along with five certified ENL teachers who provide the mandated number of minutes. In freestanding ENL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ENL strategies. Native language support is provided. Students in the TBE program continue learning content in their native language while developing English proficiency. The curriculum will be on grade level in the native language classes. The native language usage in the content area classes will decrease as students' English proficiency increases.

Students' ENL instructional minutes are determined by their proficiency levels on the NYSESLAT exam. Students are placed in one of the following proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding.

a) Specific ENL, ELA, and NLA Minutes are as follows:

- Students who are in the Free Standing Monolingual ENL program receive:
 - 540 minutes/week of ENL when they are Entering.
 - 360 minutes/week of ENL when they are Emerging or Transitioning.
 - 180 Instructional minutes/week of ENL when they are Expanding or Commanding.
- Students who are in the TBE ENL Program receive:
 - 540 minutes of ENL instruction per week when they are Entering.
 - 360 minutes of ENL instruction per week when they are Emerging or Transitioning.
 - 180 minutes per week of ENL instruction when they are Expanding or Commanding.
- In addition to the ENL instructional minutes that they are receiving in the TBE ENL Program, students receive NLA (Native Language Arts).
 - Entering students in the TBE program receive 60-90 instructional minutes of NLA daily.
 - Emerging or Transitioning students in the TBE program receive 45-60 minutes of NLA instruction daily.
 - Expanding or Commanding students in the TBE program receive 45 minutes of NLA daily.

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 delivery of content areas depends on whether a student is in the Free Standing Monolingual program or the TBE ENL program.

ENLs who are in the Free Standing Monolingual program receive all of their content area classes in their target language (English).

ENLs who are in the TBE ENL program receive their content area classes in their native language (Spanish) with planned changes and adjustments throughout the year moving toward a larger percentage of English acquisition.

The schools' instructional focus is collaborative learning and student-to-student engagement. As per the NYSESLAT results, the ENL students do very well in the listening and speaking portion of the exam; therefore, this school-wide focus is particularly beneficial to all ENL students as it increases their exposure to the spoken target language and helps them to achieve success with the CCLS.

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

As soon as a potential ENL student enters our school, all evaluative processes are conducted with a staff member present who speaks that student's native language or the DOE translation unit is utilized. Throughout their time at the school, students continue to have native language translators present at all evaluations.

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

ENL teachers create mock-NYSESLAT assessments and give them on an on-going basis. In addition, there is a distinct alignment between the mainstream, common-core curriculum and our ENL curriculum.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The HS for Health Careers and Sciences services five subgroups of ENLs: SIFE, Newcomer ELLs, 4-6 Yrs ELLs, Long-Term ENLs, and former ENLs.

a) Our Saturday Academy SIFE program will primarily focus on students on fluency in academic English and Native Language Arts; this is the principal goal of our SIFE program. Through ENL and content teachers' collaboration, students will learn Native Language Arts, as well as English to improve their skills.

b) Our Newcomer ENLs (0-3 years in US schools) are taught by ENL teachers using the most innovative and up-to-date techniques that are aligned to the CCLS 21st Century Learning Standards. Technology is infused in all ENL classes, including the Achieve3000 software and Remind.com, and Sofia.Org, and Readtheory.Org.

Teachers use various scaffolding activities which are gradually removed once students show evidence of advancement in their language acquisition. Our teachers of Newcomer ENLs make sure to tie the students' heritage into the curriculum so that there is pride and a connection to their native language and culture.

c) In many ways, ENLs receiving 4-6 years of service make up our most challenging subgroup. We work closely with this group of students in order to prevent them from becoming Long Term ENLs. Teachers review the RLAT and the RNMR to better serve this group and make instruction individualized for them based on their strengths and weaknesses. Once teachers know which components a student needs to work on, they can better create instruction for that student. ENLs who have reached proficiency in one performance area but still need to reach proficiency in another, are given intense review in their area of deficiency. After-school tutoring and Saturday Academy is encouraged for all ENLs, but especially for those who fall into this sub-category.

d) The long-term ELLs are also a challenge. At times, they appear to be proficient because their spoken language is advanced. Unfortunately, these are students who may have achieved progress in one performance area, but not in the others. These students are very close to proficiency but it continues to elude them and they become extremely discouraged, fearing that they will never become a former ENL. Teachers make themselves available in many ways: providing extra tutoring, encouragement as well as setting up appointments for students to speak with guidance counselors.

e) Former ENLs receive one extra period of an elective literacy class (ENL Writing) to bolster their newly gained proficiency level.

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.

First and foremost, students are ensured appropriate placement according to ENL levels. If the parent or the student requests either for the child to be moved to a more advanced class setting or chooses to appeal any determination that correlates to the child receiving or not receiving the appropriate services, we have a committee that meets with the parents. The parent coordinator meets with the parent to address the concerns of both the parent and the child. Next, the parent meets with the ENL coordinator and discusses concerns, data, social-emotional readiness regarding transitions and any necessary accommodations. Furthermore, both the student and parent meet with the child's guidance counselor to discuss all possible options pertaining to the request. Finally, when an agreement has been reached, the parent will meet with the principal to discuss all concerns and outcomes regarding this process as well as the option that would best suit the child's needs and comply with the parental request. All administrative staff is involved in the conversation and in the process of accommodating and meeting the needs of the re-identified student.

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?

Instructional strategies and grade-level materials for ENL-SWDs are developed by special education teachers and ENL teachers in accordance to the students' IEP mandates. They include a VAKT (visual auditory kinesthetic tactile) approach and differentiated instruction based on student learning styles. Students are being taught a target language with the necessary supports of special education. Materials and books are modified to better fit the needs of these students. NYSESLAT preparation is continually incorporated into the ENL/Special Education curriculum.

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?

ENL students with IEPs receive ENL instruction in a freestanding ENL class. We implement the same flexible programming that we use for SWDs non-ENLs, whereas students receive classes based on the recommendations in the IEP. Common core aligned units are utilized in the freestanding ENL class along with scaffolded instruction.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

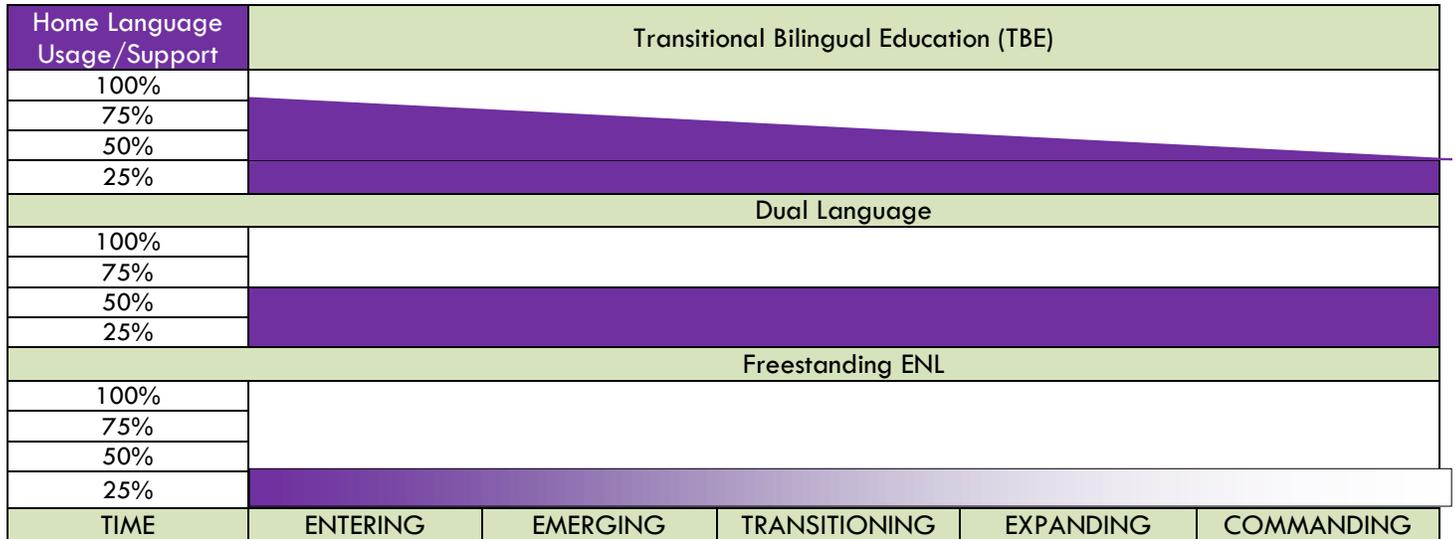


*Note “other approved services” does not apply to New York City at this time.

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. We will be reimplementing RIGOR and EXCELL Protocols for SIFE students. This may occur either for interventions via before, afterschool or on Saturdays. In addition, all members of the school community will participate in professional development institutes that will focus on assisting ENL'S acquiring mainstream content in the native and target language. Our school in now partnered with Catholic Charity services where students will receive needed emotional and academic support.
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 best indicators are the percentage of students who score proficient on the NYSESLAT and pass the English Regents exam. In addition, moving up within a proficiency level and moving on to a higher proficiency level are other indicators of success. Success is measured by the number of students who meet the AYP, based on credit accumulation and Regents passed. In addition, we are looking at moving SIFE students towards academic proficiency in all content areas.
12. What new programs or improvements will be considered for the upcoming school year?
As a renewal school, we have been allocated special funding to provide, before, after and Saturday Program tutoring and Homework Help. In addition, ENL and ELA teachers will participate in common planning sessions to further discuss and explore better options to serve all ENL'S.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ENL students have equal access to all school programs and supplemental services. They attend Homework Help, the College Advisory Program, Regents prep tutoring and credit accumulation courses
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.
All ELL subgroups (SIFE, Newcomers, 4-6 Yrs, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ENL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ENL students. We have a large number of VOX dictionaries and a sizeable ENL library. We use Books on Tape, the Achieve3000 Program, and Rosetta Stone with our ELL students. These materials are used with all ENL subgroups in content areas as well as the ENSL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ENLs use the Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language support is used in both of the programs that the school offers to ENLs. We use Native Language support in both our TBE and Freestanding Monolingual ENL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ENL classes (TBE and ENL). Bilingual teachers, who are Spanish speakers, will use a minimum amount of Spanish in their classrooms - this is used only as a native language support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All materials used for ENL students are high school level and aligned with the NYS high school curriculum standards and the CCLS.
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).
Every summer, the school provides Title III Enrichment Program for newly enrolled freshman ENLs. The program is taught by a licensed ESL or Bilingual teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.
19. What language electives are offered to ELLs?
The High School for Health Careers and Sciences offers Spanish.
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.)
All ENL teachers will meet three times a week with ELA and Foreign Language teachers for common planning meetings. The focus of these meeting will be to analyze data, look at patterns and trends across performance levels, analyze student work and develop systematic interventions and ways to better assist all ENL'S in mastering academic content. Furthermore, our school is planning to do mini-professional institutes to better assist both ENL and all other teachers of core subjects to scaffold, create entry points for students, differentiate, and create an "all inclusive" environment, thus benefitting all learners.
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?
 1. Most ENL personnel have been trained in Q-Tel, part 1; The Achieve3000 program comes with several professional development days. At these workshops, the teachers learn to analyze student data from Achieve3000 and utilize it to better serve the needs of the students. Teachers are also given strategies for enhancing the Achieve3000 program. Incentives are a large part of the program; therefore, students are motivated to progress.
 2. ENL personnel have three common planning sessions per week. A literacy coach works with the ENL staff weekly to align common core units of study.
 3. The ENL staff members have all of the JHS data relating to the incoming ninth grade students, including information regarding the NYSESLAT modalities and length of service for each student. They are also attuned to student levels, so that program changes can be made if necessary.
 4. Faculty meetings and department meetings occur two times per month from October to May. Two meetings per year (1.5 hrs) are devoted to imparting information regarding ENL students and the ENL department. Also, during the three PD days which occur in November, January and June, two hours are allotted for ELL purposes. This meets the required 7.5 hours (as per Jose P.) of professional development on ENLs. For each meeting, agendas are created and teachers sign in that they have attended these PDs. All records are kept in office of the AP Supervision for ENL. In addition, this year our school has a strong push for creating access and entry points for all learners by providing clear expectations, scaffolds, activities that will increase both student motivation and participation.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members are trained in scaffolding techniques as well as cultural awareness for ENL students. In addition, the staff is made aware of ENL students' records from JHS to better understand and serve the needs of the students.
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.
Our school provides professional development to all teachers and administrators that specifically addresses the needs of ENL students. We provide the required professional development hours for all teachers prescribed by CR Part 80 on Mondays after the regular school has ended as well as during common planning sessions and Saturday institutes. Records of all PD activities are kept in the office of the AP Supervision of ENL.

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?

Guidance counselors in collaboration with the ENL coordinator, arrange individual annual meetings to discuss language needs; some meeting are held during school time and some are held in the evening to accommodate working parents. If the language is Spanish, all three guidance counselors are fluent in this language as well as the ENL coordinator. If the parent speaks another language, the services of the DOE translation unit are utilized.

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.

Guidance counselors keep records of the annual individual meetings as well as keeping parent outreach phones. In addition, all copies of letters sent to ENL students are kept at school in the ENL Coordinator's office in a binder.

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

1. All parents are encouraged to be involved in our school activities: both parents of ENLs and non-ENLs. The parent coordinator is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in the English language. Parents are always invited and encouraged to accompany their child's classes on trips. The Urban Arts Partnership will be providing parent workshops specifically for ENL parents. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is currently partnered with the Catholic Charities who will assist students in their social- emotional growth as well as their academics during the afterschool program. This agency has made a comittment to do at home visitations, parental outreach and support to all parents of ENL students.

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

Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment questionnaire in addition to mailing them home. This needs assessment will include questions regarding subject-specific workshops and the interest in English language classes for parents. The parent coordinator will explain DOE services offered for parents and will demonstrate how to navigate the DOE website. All materials will be translated into Spanish and other languages when needed. The responses from the needs assessment questionnaire will result in the creation of relevant parent workshops, classes and trips. The Needs Assessment Questionnaire informs us as to what parents want in terms of informational classes, activities and trips. Based on parent interest, activities are created.

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

The Needs Assessment Questionnaire informs us as to what parents want in terms of informational classes, activities and trips. Based on parent interest, activities are created.

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Javier Trejo	Principal		9/30/15
Teresa Ratkowski	Assistant Principal		9/30/15
Elsa Roman	Parent Coordinator		9/3/15
Eva DeJesus	ENL/Bilingual Teacher		9/30/15
Angelita Diaz	Parent		9/3/15
Aderlin Fernandez	Teacher/Subject Area		9/30/15
Jennifer Mejia	Teacher/Subject Area		9/30/15
Neil Nathan	Coach		9/30/15
Teresa Farinaccio	Coach		9/30/15
Elizabeth Arrendell	School Counselor		9/30/15
Manny Ramirez	Superintendent		9/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M468** School Name: **HS for Health Careers & Sciences**
Superintendent: **Manuel Ramirez**

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.

At the beginning of each school year we conduct a student home language survey (HILS) for incoming students. Our current population is approximately 535 students. Over 90% of our students speak Spanish at home. Of that 90%, the majority of the Spanish speaking parents need translation services. This year, we also have students who speak Arabic and French.

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.

Based on the above findings, all communications that go out to the student body and their families must be translated into two main languages, Spanish and English. The parent coordinator calls parents of students who speak other home languages to ensure that there are no further translation services needed. If another translation is needed, appropriate arrangements are made with parent volunteers and/or the DOE translation unit. In addition, the parent coordinator downloads all generic Department of Education forms and letters in the appropriate language and mails them separately home to parents who need languages other than English and Spanish.

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.)

All communications that go out to our student body and their families are translated into Spanish. Spanish translations go out in all school mailings, whether the communications are invitations to events, notices of general parent association meetings, notices of open school days and evenings, or individual notifications regarding students. Approximately 50% of the staff members are literate in Spanish and assist with the Spanish translations for these materials. One teacher of Spanish has been appointed as the official school translator, as well as the parent coordinator and the principal's secretary. In addition, translation services are provided by parent volunteers and/or the DOE translation unit if other languages are needed. Also, the written DOE forms and letters translated into most languages from the website are downloaded and used.

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.

We will have two parent teacher conferences in November and March as well as a Curriculum Night in September. Oral translation/interpretation services are required primarily for individual parent conferences, meetings and assemblies, and for the School Messenger services. We are fortunate to be able to depend on in-house translators/interpreters, since many of the teachers, guidance counselors, and school aides speak both English and Spanish. For SLT meetings, a translation device is used. For the students who speak languages other than English, the services of parent volunteers or the translation unit at the DOE will be utilized.

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.

Written translation services in Spanish are provided by in-school staff. We have used both the DOE Translation & Interpretation Unit and an outside vendor for languages other than Spanish.

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.

As with the written translation services in Spanish, interpretation services are provided by on-site interpreters who are school staff members. We have used both the DOE Translation & Interpretation Unit and an outside vendor for interpretation services in languages other than Spanish.

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.)

During two faculty meetings per semester, the staff are made aware of different options for translation and interpretation services in school and through the DOE Translation & Interpretation Unit. We will use the T & I Brochure and email communication with the staff to further ensure that all staff member are aware of translation services and over-th-phone interpretation services.

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

A written copy of the "The Parent Bill of Rights" is provided at the first SLT and Parent Association meeting of each term. In addition, a copy of this document is mailed in the appropriate language to all parents in September. Everything described above fulfills Section VII of Chancellor's Regulation A-663 for parental notification

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)

The parent coordinator will gather feedback from the parents who speak languages other than Spanish by making individual contact and using the services of the DOE Translation unit if needed. The Spanish speaking parents will be asked to fill out a survey regarding translation services during the last PA meeting of each semester.

