

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M586

School Name:

HARVEY MILK HIGH SCHOOL

Principal:

DAPHNE PERRINI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Harvey Milk High School School Number (DBN): 02M586
Grades Served: 10 – 12
School Address: 2 Astor Place; New York, NY 10003
Phone Number: 212.477.1555 Fax: 212.674.8650
School Contact Person: Mark Jabir Email Address: Mjabir@schools.nyc.gov
Principal: Daphne Perrini
UFT Chapter Leader: Natalie Velazquez
Parents' Association President: Myla Gotay
SLT Chairperson: Natalie Velazquez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Sileta Kydd
Ethan Velez

District Information

District: 02 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Ave, Brooklyn, NY 11212
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718.778.7305 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave, 8th Floor
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: 917.339.1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daphne Perrini	*Principal or Designee	
Natalie Velazquez	*UFT Chapter Leader or Designee	
Myla Gotay	*PA/PTA President or Designated Co-President	
Evelyn Salzman	DC 37 Representative (staff), if applicable	
Oonagh DiBetta	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sileta Kydd	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ethan Velez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Juan Williams	CBO Representative, if applicable	
Oonagh DiBetta	Member/ Parent	
Carmen Rojas	Member/ Parent	
Debra Green	Member/ Parent	
Miranda Williams	Member/Student	
Ben DiBetta	Member/ Student	
Sarah Mateo	Member/Student	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Donna MCCain	Member/Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Harvey Milk High School (HMHS), is a small transfer school that exists as a sanctuary of sorts. Our student population is diverse academically. The commonalities exist with respect to students feeling unsafe either physically or emotionally in previous educational venues. Students experience a multitude of issues that adversely impact their ability to access their education. Some of these include mental health issues, homelessness, substance abuse, physical and mental abuse and discrimination. We strive to provide a rigorous holistic instructional experience and maximize resources and services to support our students.

The mission of HMHS, a small transfer school, is to establish and promote a community of successful, independent learners by creating a safe educational environment for all young people. HMHS is designed for students in grades 10-12 who have not met success in at least one other high school prior to admission and who want to continue their education in an alternative, small school environment. The school strives to provide all students with a rigorous academic experience for college and career readiness that emphasizes critical thinking skills and student collaboration. This nurturing educational setting at HMHS not only challenges and promotes academic success, but it also fosters and supports a diverse, self-respecting, confident community.

We have embarked on a path of excellence and continue to increase the rigor of instruction. Areas of celebration include high expectations, collaborative work and level of rigor. The key decisions and supports that we have been engaging in include a continued emphasis on professional learning communities in which teachers analyze tasks, unit plans and student work in relation to cognitive challenge. We continue to strengthen students' argumentative skills specific to writing, discussion and critical thinking. All teachers engage in incorporating argumentative tasks across subject areas. In addition to the critical thinking curriculum that is implemented through Academic Enrichment, teachers work collaboratively to support each other in incorporating key critical thinking skills into instruction. Reasoning, evaluation, argument and problem solving are among the critical skills targeted. An important key decision that supports professional practice, teacher growth and student outcomes is our teacher led inter-visitation protocol that is facilitated by a lead teacher. This process allows teachers to support their colleagues by conducting classroom observations using a lens and engaging in productive, accountable feedback aligned with Danielson and the Great Schools Framework.

02M586 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	64	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	2	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.0%	% Attendance Rate			80.5%
% Free Lunch	80.0%	% Reduced Lunch			5.3%
% Limited English Proficient	1.3%	% Students with Disabilities			16.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			37.3%
% Hispanic or Latino	52.0%	% Asian or Native Hawaiian/Pacific Islander			2.7%
% White	8.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.33
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	90.0%	Mathematics Performance at levels 3 & 4			88.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the norming of student tasks and work, norming of evaluation regarding shared understanding of quality instruction, feedback from network support, observations, QR feedback and teacher input, we have successfully made significant strides in the level of rigor and wish to continue this important work by implementing curriculum, instruction and assessment specific to critical thinking skills. It is our shared belief that supporting students in strengthening critical thinking skills will prove invaluable in college and career.

Part 2 – Annual Goal

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

From September 2015 through June 2016, in an effort to ensure that HMHS students are college and career ready, 100% of students will engage in targeted critical thinking skills instruction, using the *Critical Thinking Skills Success* curriculum, to be provided during academic enrichment to take place once a week. Attainment of this goal will be measured by an increase of 5% on the post assessment. The pre-assessment revealed that out of the 30 targeted areas, only 4 areas had students getting more than 60% of the questions correct, 6 areas showed students scoring in the 50% range, 9 areas showed students scoring in the 40% range, 7 areas showed students scoring in the 30% range, 3 areas showed students scoring in the 20% range and 1 areas showed students scoring below 10% range. Based on the aforementioned data analysis, the following skills will be targeted: focused observations, distracting techniques, critical thinking for exams, recognizing a problem, deductive reasoning and the numbers games. These skills will be infused into classroom curriculum to support student understanding.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School wide benchmarks aligned to marking periods.	All students	September - June	Instructional staff and school leadership
Common planning to address construction of curricula, instruction and assessment aligned to targeted critical thinking skills inclusive of problem solving, setting goals, evaluating facts, deductive and inductive reasoning, judgement and argument.	All students	September – June	Instructional staff and school leadership
Inter-visitations with specific focus on common instructional strategies related to bolstering critical thinking skills.	All students	September – June	Instructional staff and school leadership
Norming of student work related to critical thinking skills across and within subject areas.	All students	September – June	Instructional staff and school leadership

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
School leadership through frequent observations ensures instructional foci is being infused throughout all instruction, instructional staff meet weekly to review data and collaborate to improve lesson and unit plans, inter-visitation protocol is in place, one period of Academic Enrichment has allocated for all students to work specifically on critical thinking curriculum. Common Planning time is allocated to support teachers in working collaboratively to incorporate key critical thinking skills into the curriculum. Per session is used to allow instructional staff to work on writing curriculum with support. Per Session is utilized to support with data analysis, curriculum revision.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Interim assessments related to student progress will occur a minimum of 1 to 2 times per marking period.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

HMHS is a supportive environment that strives to meet the academic needs of each individual member. Many of our students struggle with mental health issues, homelessness, substance abuse, discrimination, physical abuse and mental abuse, which greatly impact their ability to attend school and their effectiveness as a student. Based on the multitude of issues that our students face, we offer comprehensive services to support our students with social/emotional, mental health, substance abuse, housing and medical needs including holistic school counseling inclusive of case management. To support their academic needs / graduation we provide targeted academic instruction and Saturday School / Regents Prep. These opportunities allow students to receive target feedback based on Mock Regents and class assessments. We also work with the Hetrick Martin Institute and their 21st Century Grant which supports us with college counseling and a social worker. All students engage in multiple activities related to post-secondary planning and exploration. Students attend numerous workshops, visit colleges and receive one-on-one support with the college process. We also provide parents with ongoing post-secondary workshops which occur within the PTA venue.

Part 2 – Annual Goal

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

From September 2015 through June 2016, in an effort to increase student graduation rate, 100% of our students will receive academic enrichment services and holistic school counseling inclusive of case management. Attainment of this goal will be measured by a 5% increase in 6 year graduation rate.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Student facilitated workshops for entire student population.	All students	September - June	Clinical staff, instructional staff and school leadership
Peer mediation program.	All students	September - June	Clinical staff, instructional staff and school leadership
Diversity Panel	All students	September - June	Clinical staff, instructional staff and school leadership
Restorative Circles	All students	September - June	Clinical staff, instructional staff and school leadership

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources leveraged to achieve this annual goal include schedule adjustment for the inclusion of academic enrichment two times per week for all students, one time a week is specific to the critical thinking curriculum and one time a week is allocated for individualized academic support in key subject areas identified by anticipated Regents, failed classes, or teacher assessment. In addition, academic enrichment is available each day after school in each core subject area. Saturday school academic enrichment and regents preparation takes place in the Fall and the Spring for a total of approximately ten sessions. Some of the other resources utilized to achieve this goal include a school wide online grading system, targeted ongoing post-secondary opportunities for all students and each student receiving academic and social emotional school counseling. Parents are notified via Blackboard communication regarding post-secondary activities on a ongoing basis. Our CBO has allocated significant resources through their 21st Century grant which affords our school community a full-time social worker and a part-time college counselor.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

Administration meets with teams to determine progress of students on Mock Regents. Administration does weekly checks on Engrade, our on-line grading system, to monitor student success across content areas. Weekly counseling meetings monitor progress of counseling staff on meeting student health goals. Attendance teams meet weekly to monitor student attendance, while creating /revising existing plans.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a result of the norming of student work, observations, teacher input, MOSL and feedback from previous QR and outside supports, we have been diligently working on increasing the rigor of instruction. We are striving to create a shared understanding of quality instruction that is aligned with state and common core standards and strengthening professional learning communities to further support professional practice resulting in increased student outcomes. We at Harvey Milk High School believe that argumentative literacy skills are essential in preparing students to be competitive in college and careers. Our instructional foci centers on equipping our students with argumentative skills specific to writing and discussion that will enable them to make meaningful contributions to society. School year 2014 – 15, we implemented a comprehensive approach to supporting our students with argumentative literacy and specifically argumentative writing. All subject area teachers were involved in this effort and our school wide data reflects substantial increases in students’ ability to formulate claim, counter-claim and site relevant evidence from text. Utilizing the DOK framework, we have ensured that students are consistently engaged in cognitively challenging instructional tasks across subject areas. As per our feedback from our most recent Quality Review, we were commended for providing students with quality rigorous instruction and for the strong collaboration of our learning community. In addition, we are extremely proud of our efforts to create and strengthen a school wide learning environment that is student centered and provides our students with an opportunity to learn with and from each other. We will continue our work to further support students in being college and career ready and competitive by introducing a school wide initiative specific to critical thinking and expanding our work around argumentative literacy with a specific focus on improving writing.

Part 2 – Annual Goal

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

From September 2015 through June 2016, in an effort to ensure that HMHS students are academically prepared to be competitive in both college and the work place, 100% of students will engage in targeted instruction across subject areas specific to argumentative writing. Attainment of this goal will be measured by an increase of 5% on the post assessment. A school wide common core aligned rubric will be utilized to measure student progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School wide benchmarks and assessment calendar.</p>	<p>All Students</p>	<p>September - June</p>	<p>School leadership and instructional staff</p>
<p>Common planning specific to targeted benchmark and to support construction of unit plans, curriculum maps, lesson plans and tasks specific to targeted benchmarks, eg, claim, counter-claim, evidence from texts and organization.</p>	<p>All Students</p>	<p>September - June</p>	<p>School leadership and instructional staff</p>
<p>Norming of student work.</p>	<p>All Students</p>	<p>September - June</p>	<p>School leadership and instructional staff</p>
<p>Inter-visitations.</p>	<p>All Students</p>	<p>September - June</p>	<p>School leadership and instructional staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Instructional staff, school leadership, PD, Common Planning.</p>											
<p>Part 4b. 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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Assessments aligned to targeted components inclusive of claim, counterclaim, evidence from text and organization to occur an minimum of once a marking period. School wide rubrics are Utilized to determine student levels, tasks within each subject area occur a minimum of once per marking period with focused instruction related to specific skills beginning with claim. Data analysis is conducted on a school wide level and within departments after each task. Adjustments in targeted supports and instruction related to these skills are implemented and students are reassessed on the previous skill in addition to the next identified skill. The midpoint will occur in February of 2016. Students will</p>

continue to be engaged in these tasks and their progress is monitored with each argumentative writing task and within classroom activities related to stated goals.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote 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?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Failing grades, teacher assessments and regents requirements.	Teachers use independent and guided reading, technology as a catalyst to improve reading comprehension and writing skills.	Small group instruction	During the school day
Mathematics	Failing grades, teacher assessments and regents requirements.	Math teachers engage students by incorporating group projects and real life skills in order to increase student understanding.	Small group instruction	During the school day
Science	Failing grades, teacher assessments and regents requirements.	Science teacher facilitates in-class labs and use of technology to provide students independently conduct experiments.	Small group instruction	During the school day
Social Studies	Failing grades, teacher assessments and regents requirements.	Social Studies teachers use current events to connect history with student lives. Student read primary sources and argumentative writing to show understanding.	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Weekly counseling meetings and all staff meetings.	Guidance counselor provides services aligned with student needs. Some topics include transitioning, study habits, building positive relationships.	Small group instruction, zero period	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Ongoing common planning for teacher teams. • Ongoing PD conducted by HMHS, outside consultants, teacher led, and district wide. • Frequent classroom visits by administration and inter-visitations. • Intense individualized attention to strengthen teacher skill set.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Revision of Unit Plans to ensure alignment with Common Core State Standards. • Ongoing common planning time for teacher teams. • Ongoing PD opportunities including on site conducted by HMHS, teacher led and district wide. • Capacity building of instructional staff via participation in citywide leadership programs and increased opportunities to lead school wide PD. • Intense individualized attention to strengthen teacher skill set. • Common teacher planning time built into master schedule.

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).
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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers engage in self-assessment specific to the prioritized competencies within the Danielson Teaching Framework, data generated from self-assessment and observations drive focused priorities specific to instructional strategies. Teacher select assessment measure based on MOSL options.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	35,463.00	x	See Action Plan
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	751,740.00	x	See Action Plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Harvey Milk HS, 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. Harvey Milk HS 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
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 02	Borough Manhattan	School Number 586
School Name Harvey Milk High School		

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

Principal Daphne Perrini	Assistant Principal Mark Jabir
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher N/A	School Counselor Perrin Hill
Teacher/Subject Area Robin Rondash/ Spanish	Parent Elizabeth Collao
Teacher/Subject Area type here	Parent Coordinator Rocio Torres
Related-Service Provider Tanya Koifman	Borough Field Support Center Staff Member Yuet Chu
Superintendent Paul Rotondo	Other (Name and Title) type here

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

		branch license and TESOL certification [applicable to grades K-6]			
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D. Student Demographics

Total number of students in school (excluding pre-K)	70	Total number of ELLs	2	ELLs as share of total student population (%)	2.862.86%
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Part II: ELL Demographics

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	2

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		
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	Total
TBE	0	0	0	0	0	0	0	0	0	00
DL	0	0	0	0	0	0	0	0	0	00
ENL	0	0	0	0	0	0	0	0	0	00
Total	00									

Number of ELLs who have an alternate placement paraprofessional: 0

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
	0	0	0	0	0	0	0	0	0	0	0	0	0	00
														00
														00
TOTAL	00													

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	
	EL	EP																		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	00	00
																			00	00
																			00	00
TOTAL	00																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
	0	0	0	0	0	0	0	0	00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0

Number of students who speak three or more languages: 0

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														00
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00

Other															00
TOTAL	00														

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)															
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Entering (Beginning)												1		01	
Emerging (Low Intermediate)														00	
Transitioning (High Intermediate)										1				01	
Expanding (Advanced)														00	
Commanding (Proficient)														00	
Total	00	01	00	01	00	02									

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														00	

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														00	

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							00
4							00
5							00
6							00
7							00
8							00
NYSAA							00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	

3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>Algebra</u>				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1			
US History and Foreign Language				
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.
Harvey Milk High School utilizes NYC Baseline Performance Tasks in ELA, Performance Series in reading, Language Arts and math. In addition, we utilize baseline data specific to critical thinking skills. Staff development time is used to embed literacy into their curriculum to support the needs of students. Teachers participate in lesson study, where the emphasis is on developing rigorous lessons with multiple entry points that meet a wide range of learners needs. Our schoolwide foci is argumentative literacy. To this end, we have spent a considerable amount of time and energy ensuring all students are presented with multiple opportunities to engage in these skills. We have created an academic enrichment period twice a week for thirty minutes as a way to further support the building of student academic skills. Students are strategically assigned classes based on Regents' requirements, teacher assessments and observation to determine area of support. Tutoring is offered before school, at lunch time and after school with classroom teachers. NYU tutors offer one-on-one support for students. Students are strategically programed; classroom sizes are small to allow individual attention. Six weeks prior to the January and June Regents, we offer Saturday School to support student's academic needs as well as Regents Prep. The data shows that our ELL students struggle with
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our two students did better in the speaking assessment than in the reading and writing assessment. As a result, we have implemented more reading in class and for homework and we have implemented intensive argumentative writing curriculum.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
We continue to monitor student progress and support students in areas of weakness. Our staff meets weekly to make sure that we are consistent in creating a program for each student and that we share all the information on their skill levels. Weekly meetings also allow our staff to discuss student development and plan accordingly.
- 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?

All students are proficient enough to take exams in English. We have not given the ELL Periodic Assessment. Students are completing their classwork using English in all academic areas. Both students are below grade level in both reading and writing – estimated to be functioning in the 5/6th grade level area. These levels would put them in the bottom 1/3 of the school. Home language is not used at the school.
- 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
- How do you make sure that a child's second language development is considered in instructional decisions?
The ELA department supports staff in identifying reading and writing development for each student. The staff plans with consideration of entry points and a multitude of scaffolds that assure each of our ELL students are able to access instructional tasks. Students are supported through curriculum development, small class size and individualized instruction. Both students attend academic enrichment twice a week, where writing needs are supported. In class, teachers have increased the required reading amounts in class and for homework to increase reading levels.
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A
- Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Data is reviewed with the entire staff and with departments to determine strategies. Staff and department teams meet weekly to review data, plan for each student accordingly and create next steps.

9.

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.
As part of the Harvey Milk enrollment process, all new parents/guardians are asked to fill out the NYCDOE HLIS questionnaire. For a student whose home language is other than English, or if a student’s native language is other than English, there is an informal oral interview conducted by our Spanish teacher, (who is interested in taking ELL classes in the near future), with the assistance of the assistant principal and the teacher of special education. If the informal interview is needed to be given in another language, we have staff members who are able to speak in Spanish, Russian, Mandarin and Arabic. For students requiring another language, we would have to seek outside assistance. The NYSESLAT is administered by section for each student as per administration manual directions. Out two students are individually given the exam in a private room. The special ed teacher and the assistant principal participate in administering and scoring the various sections. If the informal interview shows the need for support, the LAB R is administered. We have never had a student attend our school new to the DOE, or in need of the NYSITELL. As a result, we have never administered the Spanish Lab.
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).
Students will be given the SIFE questionnaire orally upon admission. The high school application asks questions pertaining to social/educational/family history. All students meet with clinical staff to discuss their responses and respective needs prior to attending classes. Students are also given the Periodic Assessment in English which gives reading, Language Arts and math grade levels for all students new to the building. Student grade levels are considered when programing students. Academic enrichment was created, and runs twice a week, to support students with specific academic deficiencies. Teachers evaluate and assess students using classwork and teacher made assessments – usually regents based questions. Each teacher gives a pre-assessment of skills specific to that class. Staff meets weekly to discuss all students. And a school, we have increased the amount of reading required in the classroom and for homework for all content areas. We have also implemented argumentative writing as a focus in all content areas and in all classrooms to support students in both areas.
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 names of all new students are put in SESIS to identify student with special education needs. We also access student bio reports in ATS identify students with special ed needs. The team also looks at the Period Assessment that is given to all new students which identifies reading, writing and math grade levels in English. The team consists of Mark Jabir, AP; Will Shepard, Sped Teacher; Hilary Gellis, math teacher.
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.
We have never administered the NYSITELL. As per administrative manual, the test would be scored and Rocio Torres our Parent Coordinator would send out necessary information to families. Documents are translated into the preferred language of each parent.
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).
If we have a student in need of ELL services, Parent Survey and Program Selection Form letters are given to the student to bring home to share with their parents. We also mail these documents. This allows us the opportunity to meet with each student, learn about their needs and describe the program options to them. We encourage parents to call with any questions. At the parent orientation, we re-distribute the Parent Survey and Program Selection Form to allow parents to complete the survey as they are given

information explaining the process and services offered. Each parent is called to insure they are able to make the orientation. If they are not able to make it, and an alternative date is not possible for them, we will conduct a phone conference to explain our program to the parents. We ask parents to either return the forms with their child, or mail it back to the school. All documents are secured in the student folders.

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.

We do not have an ESL teacher, nor programs due to the small numbers of students who require ELL services. However, when students are identified as in need of ELL services, a letter and phone call in the preferred language of the parent are made immediately by our Spanish teacher and they are then invited to school the following week for an orientation meeting. At the meeting, parents are informed about the Transitional Bilingual Education program, the Dual Language program and the Freestanding English as a Second Language program, and they are given the opportunity to view the Orientation Video. We work with the parent to explain the supports that have been put in place to support students with specific needs. We ask the student to specify the program of choice within 5 days. Bilingual program would be the default when the parent survey is not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Spanish teacher will contact each parent in their preferred language and ask them to return the survey. All program choices are stored in each student's file. We rarely have more than two or three ELL students, so the team looks at each file separately.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Spanish teacher is responsible for monitoring the survey and program selection forms. We encourage families to send in the documents with their children, and we try and answer any questions in the parent's preferred language that they may have through phone calls if they are unable to come to the school. Written correspondence in preferred language is distributed to parents as necessary.

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

The parent coordinator backpacks all letters in the preferred parent language and is mailed to families.

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

The parent coordinator maintains all student documents and kept in a separate file for each student.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We have a small number of students who sit for the exam. The Spanish teacher, special education teacher and the assistant principal administer the exam as per the directions of the exam. The school uses the ATS BESIS report to determine eligibility. For the speaking section, two of the team members are present to score the section. For the remaining section, the Spanish teacher or the special ed teacher administer the exam as per administrative manual.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The Spanish teacher is responsible for sending the continued entitlement and transitional support parent notification letter in the preferred language of each parent letters via student backpacked or mailed to families.

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).

Because of the number of students who have historically needed ELL services, we have not been able to offer programs or support an ELL teacher. The administration and teachers determine the individual needs of each student to create an appropriate program. We also use academic enrichment to support the specific academic needs of each student. We have also increased the amount of reading required for each class and have implemented a school wide argumentative writing focus in all classrooms.

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.
N/A
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Teachers use the Periodic Assessment (which gives grade levels for reading, writing and math) baseline assessments, informal assessments and observation to determine literacy needs. Teachers embed literacy into their curriculum to support the needs of students. Staff development and staff meeting time is devoted to support teachers in improving their ability to deliver literacy effectively in curriculum. Teachers participate in lesson studies, where the emphasis is on lessons showing individualized attention to student needs and strengths. We have created an academic enrichment period twice a week for thirty minutes as a way to further support the building of student academic skills. Students are strategically assigned classes based on Regents' requirements, teacher assessments and observation to determine area of support. Tutoring is offered before school, at lunch time and after school with classroom teachers. NYU tutors offer one-on-one support for students. Students are strategically programed; classroom sizes are small to allow individual attention. Six weeks prior to the January and June Regents, we offer Saturday School to support student's academic needs as well as Regents Prep.
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. None of the identified program models are currently activated, however, all students receive necessary scaffolds, supports and supplemental instruction related to ensuring that students are able to meet and exceed common core learning standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our students have been able to perform using English with academic support.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Both students have excellent listening and speaking skills and we have not needed to address these needs. Reading and writing are both areas of weakness for each student. Teachers give writing tasks each day. And each teacher creates 2 to 3 argumentative writing assignments each semester to assess the development of student writing skills. Informal reading assignments are required weekly to support student reading levels and allow teachers to monitor student growth.
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

As a small transfer school, we usually do not have students for more than two ELL students per year. As such, we support students in preparation for Regents, completion of credits and the preparation in post-secondary programs. In this process, we are diligent in identifying student academic needs to support their ability to achieve each milestone. We are able to differentiate instruction in the classroom because of small class sizes and teachers are asked to incorporate how instruction is differentiated into their lesson planning. When one-on-one attention is required, we have NYU tutors available for pull-out support. Students who require specific skills support, for one of the four modalities of English, get support in Academic Enrichment, which meets twice a week to strength the specific academic needs of each student. Each student is placed in classes to support their specific needs.
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.

The principal, along with all teachers review each student's progress to determine if re-identification has adversely affected progress.

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?

Along with the small class sizes, there are many tutoring opportunities for students in school, before and after. Our teachers scaffold instruction, increase independent reading and critical thinking skills during instruction, including argumentative writing across content areas. Teachers assess students with Regents questions as well as material from Unit and Lesson plans. This information is used to drive instruction.

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?

As a small transfer school, we are able to program students with identified needs first to support academic needs. Class sizes are small and students are programmed based on needs. Academic enrichment classes have been created to further support student academic needs. Students are placed in these classes to support their academic need.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

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

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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.

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*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%				
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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. Targeted intervention in ELA, history, science and math consists of additional instructional time to take place twice a week within the venue of academic enrichment. Academic enrichment also is available during student lunch, before and after school and on select Saturdays leading up to the Regents. In addition, multiple instructional strategies are utilized including strategic use of student data to determine grouping, areas in need of strengthening, modification of tasks, time allotment modifications, vocabulary support, chunking of tasks, outreach, conferencing, self and peer assessment. All programs are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We base the effectiveness of our program on the learning progress of each student's reading and writing levels as determined by interim progress on argumentative writing tasks, critical thinking tasks and ability to navigate non-fiction independently. In addition each subject area utilizes baseline assessment, benchmarks and interim data that correlate to Common Core Learning Standards to determine growth. As a staff, we look at the number of credits students earn each semester, student success on Regents / RCT exams and their progress towards graduation. Teachers are given lists of all students with special needs, including ELL students.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently working with select teachers to support facilitation of ELL certification so that we can further serve our ELL population. In addition, we will continue to offer a full range of literacy instruction across subject areas and targeted support through academic enrichment to be provided by ELA, foreign language and special education instructors. Moving forward we will more closely monitor language acquisition skills.
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.
ELL students have full access to all school programs. All students have access to tutoring before, during and after school, as well as Saturday Regents / Academic prep 6 weeks prior to the January and June Regents.
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 students, in each classroom, have access to laptop computers, IPADS and SMARTBOARDS.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All students are provided the same programs as their non-ELL peers, as is appropriate for their ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
As a transfer school, we receive students throughout the school year. We do not receive students before the school year. When an ELL student arrives at the school, the guidance counselor meets with each student to ensure they programmed correctly. They also discuss student needs to support student success.
19. What language electives are offered to ELLs?
For the first time, we have been able to hire a full-time Spanish teacher.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - 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.)
We do not currently have any ELL personnel at the school.
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?
We do not have ELL teachers, however all teachers are supported through weekly staff meetings where internal, district supported, as well as private PD is provided.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As a transfer high school, students must have gone to another high school before applying to our school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers participate in district wide PDs specific to their content area or instructional needs, we have weekly PDs created to support student/teacher needs and contracted specialists are brought in to support student success. The administration maintains a log of all PD delivered to the staff.

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?
Administration meets regularly with students and parents to discuss student needs and the program being offered for each student as we chart and plan their progress towards graduation. Teachers are required to make weekly phone to parents to discuss student progress.
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.
All student documents are kept in each student's permanent file. Documents are translated in the preferred language for each parent, with a translator as necessary.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to attend PTA/SLT meetings and teacher conferences. Our parent coordinator and staff, present workshops around student's personal and academic needs, as well college prep. All documentation is translated in parent's preferred language, as well as having someone present to translate discussion.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
As a small staff, we are very familiar with each family and their needs. Daily phone calls for attendance and mass phone calls keep families informed about school activities. Teachers are also asked to call families weekly to discuss classroom progress and keep data on Contact Logs. We share all important information, as needed, with the staff community.
6. How do your parental involvement activities address the needs of the parents?
Our parent coordinator sends out surveys to identify the needs of parents. We constant contact with families also affords us opportunities to identify family needs.

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.
Paste response here:

Part VI: LAP Assurances

School Name: Harvey Milk HS **School DBN:** 02M586

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)
Daphne Perrini	Principal		11/6/15
Mark Jabir	Assistant Principal		11/6/15
Rocio Torres	Parent Coordinator		11/6/15
	ENL/Bilingual Teacher		1/1/01
Ms. Callao	Parent		11/6/15
Hilary Gellis	Teacher/Subject Area		11/6/15
Robin Rondash	Teacher/Subject Area		11/6/15
	Coach		1/1/01
	Coach		1/1/01
Tanya Koifman	School Counselor		11/6/15
Paul Rotondo	Superintendent		11/6/15
Yuet Chu	Borough Field Support Center Staff Member		11/6/15
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01