



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

08X332

School Name:

HOLCOMBE L. RUCKER SCHOOL OF COMMUNITY RESEARCH

Principal:

SHARIF RUCKER

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Section 1: School Information Page

School Information

School Name: Holcombe L. Rucker School of
Community Research School Number (DBN): 08x332

Grades Served: 9-12

School Address: 965 Longwood Ave., Bronx, NY 10459

Phone Number: 718-860-1053 Fax: 718-860-1321

School Contact Person: Ryan Ensenat Email Address: rensenat@schools.nyc.gov

Principal: Sharif Rucker

UFT Chapter Leader: Ronald Buono

Parents' Association President: Wendy Wagner

SLT Chairperson: Fabyan Roldan

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Amy Werlitz

Student Representative(s): Andre Russell, Satang Trawally, Yashlie Mejia, Anderson Sandoval

CBO Representative: Johns Hopkins

District Information

District: 8 Superintendent: Michael Alcott

Superintendent's Office Address: 2 Metrotech Center, Suite 3900, Brooklyn NY 11201

Superintendent's Email Address: MAlcott@schools.nyc.gov

Phone Number: 718-935-3074 Fax: 646-734-1143

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Director's Email Address: JRUIZ2@schools.nyc.gov

Phone Number: 646.450.4107 Fax: 718-741-7746

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Check if SLT | Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------|-------------------|---|----------------------|
| X | Sharif Rucker | *Principal or Designee | |
| X | Ronald Buono | *UFT Chapter Leader or Designee | |
| X | Wendy Wagner | *PA/PTA President or Designated Co-President | |
| X | Kerry Roberson | DC 37 Representative (staff), if applicable | |
| X | Amy Werlitz | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | TBD | Community School Director (staff) | |
| X | Anderson Sandoval | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| X | Andre Russell | | |
| X | Satang Trawally | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| X | Yashlie Mejia | | |
| X | Natesha Blanchard | Parent | |
| X | Katima Green | Parent | |

| Check if SLT | Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------|---------------------------------|--|----------------------|
| X | Michelle Haddock (Parent) | Staff/Parent/Other Contributor | |
| X | Desiree Polonia (Staff) | Staff/Parent/Other Contributor | |
| X | Fabyan Roldan (SLT Staff Chair) | Staff/Parent/Other Contributor | |
| | | Staff/Parent/Other Contributor | |

Section 4: Renewal School Narrative

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

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

Holcombe L. Rucker School of Community Research(HLR) is a high school with 241 students from grade 9 through grade 12. The school population comprises 41% Black, 56% Hispanic, 1% White, and 2% Asian students. The student body includes 10% English Language Learners and 25% special education students. Males account for 56% of the students enrolled and females account for 44%. The average attendance rate for the school year 2014 - 2015 was 83.2%.

Holcombe L. Rucker's main strength is the culture that exists amongst the students, staff and the parents. Each year Principal Rucker selects a motto for the year that speaks to this culture and of the high expectations which he reminds students of during his monthly student town hall meetings. In years past, we had sayings like "there's more to do", "It's our time", "we made history", etc. This school year however, Principal Rucker elected to select the word "persistence" to speak to the academic behaviors he wants students to portray. He encourages them to "persist" when they are faced with challenges to promote higher expectations. Some of these expectations include getting them college ready and completing rigorous tasks that demonstrate the Common Core Learning Standards. School staff are made aware of this culture and the high expectations communicated with them through the work of the, Curriculum Leadership Team, Grade Leadership Team, weekly professional development, bi-weekly Principal Communique, instructional reminders, Town Hall meetings, feedback from instructional coaches and frequent cycles of observation feedback. We communicate the message of high expectations during our new student orientation, School Leadership Team meetings, and monthly parent meetings.

While we have a few dedicated parents, we struggle to get parents involved and active in the school community. Nevertheless, we have held a number of events inviting parents into the school community to get them acclimated to our culture of college readiness. Parents are informed from the time they register their children into Holcombe L. Rucker High School (HLR), that the school is geared towards getting their children both college and career ready. Each school year we host a new student orientation for parents and students to remind them of our focus. In September 2014, the Guidance Department hosted a senior night for parents where we gave parents detailed information on the college application process. In addition, the Guidance Department presented a financial aid night in February 2015, where they assisted parents with completing the FAFSA online. The college counselor constantly communicates with students and parents on the college application process via phone and/or parent emails. We convey our culture of high expectations and the need for family support to our students to progress towards college and career readiness. This message is given to families at our annual Academic Awards Ceremony, Heritage Night and Sport Awards Ceremony. In addition, we invite parents to attend a college trips that are scheduled for students throughout the year.

Students at HLR are always encouraged to work diligently to ensure their entrance into college. The Guidance Counselor pushes into the classes in grades 9 - 11 to host various seminars with the students. During this school year, she reviewed high school graduation requirements, basic college entrance requirements, understanding the PSAT and preparing for the SATs. Students in grades 11 and 12 are encouraged to participate in College Now, a free program in collaboration with CUNY which enables high school students to receive college credit while attending high school. The 12th grade meets with the Guidance Counselor bi-weekly for senior seminar classes where they completed the college application process, visited colleges, applied for scholarships, spoke with students about their financial aid packages, explored and researched various career opportunities, developed resumes and had college representatives visit to speak with

students about their particular schools, and completed a number of other tasks to prepare them for college and careers post high school.

As a result of all of this, students are aware of our high expectations and the message of persistence in the classroom and beyond. Parents have received our support in order to help them understand the college application process and are clear about our post high school goals for their children and what it will take for their children to achieve these goals and become successful.

This year we have made significant improvement in the areas of implementing rigorous instruction and collaborative teachers. During this school year, we became part of the High School Renewal Initiative or SRI. As part of this initiative, we have adopted an academic behavior that we expect all Rucker students and staff to demonstrate. The academic behavior we chose was "Persistence." This term is embedded across the school community including during SLT, Town Halls, units of study and while creating academic tasks. In addition, four coaches specific to content areas, have worked extensively with teachers to create rigorous instruction and enhance best practices. The work of the coaches and teacher teams has also been major strength at HLR. While evaluating tasks using a rigor checklist and utilizing a "looking at student work" protocol, teachers have been able to push their practice using student data to create more rigorous and engaging tasks.

Another component of the SRI is the adoption of WITSi(Writing is Thinking through Strategic Inquiry) writing strategies. In addition to the professional development and writing strategies taught, ninth grade teachers meet twice a week during inquiry teams to monitor student progress with the program as well as make determinations regarding the design of tasks. Following our most recent Quality Review, both our WITSi teacher team and our department meetings were observed and noted as an area of celebration and rated proficient.

We also believe students learn best by doing. As part of our Instructional focus over the past two years, we have focused on promoting collaborative learning and less teacher-centered classrooms. Additionally, we have encouraged the use of accountable talk and annotation to improve student communication both verbally and in written form. Teachers have participated and conducted professional development in these areas to promote best practices.

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

| | | |
|---|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | D |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | E |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | E |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>According to the most recent Quality Reviews:</p> <p>Strengths:</p> <ul style="list-style-type: none"> - As a result of collaboration, there is consistency in the use of writing rubrics, as observed during class visits, developmental lesson planning, and common assessments administered, which results in cohesive patterns of instruction and format across classes for all students. - Teachers use team-meeting outcomes to develop and adjust tasks and assessments and add necessary scaffolds to support students. - Teachers stated that they contribute to ongoing revisions to curricula and instruction and professional development planning and implementation. The professional development committee is composed of teacher leaders who design and deliver weekly sessions. The principal meets regularly with the teacher leaders to provide ongoing professional development around facilitation skills. Additionally, the teacher leaders and administration jointly create agendas and select protocols. On the 9th grade GLT WITsi team, the teacher leader, along with a School Renewal Initiative (SRI) | | |

coach, is given intense support through bi-weekly full day training sessions. The coach works alongside the teacher leader to build his capacity in WITsi and the teacher leader turnkeys this training to peers.

Needs :

- Although rigor was evident across most classrooms, there needs to be more consistency in implementation and development of tasks.

According to the SRI Needs Assessment the following needs to improve:

Needs :

- Teachers need to clearly communicate the goals for lessons, the expectations of students for a task, the purpose of a task, and what summative or formative assessment will follow.

- Teachers need to pose questions to students designed to promote student thinking and understanding and create a genuine discussion among students.

- Curricula and academic tasks do not typically emphasize rigorous habits or higher order skills.

According to the most recent AIR co-interpretation Surveys:

Needs:

- Data suggest that teachers feel comfortable teaching content and critical thinking but there is little consensus on teacher preparedness for providing rigorous instruction to diverse learners.

- Data suggests that teachers are covering a broad range of CCLS topics but not covering the Common Core Learning Standards in depth.

Part 2 – Summative Vision for Rigorous Instruction

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

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Academically the school has worked diligently to rework the curriculum across the content areas to align it with the CCLS, increase rigor and include multiple entry points for all learners. Student has been regularly reviewed in curriculum teams using protocols that guide alterations to both teacher practice and curriculum. Grade Teams monitored student data and grade related issues to address student academic and social-emotional issues before they become larger

problems. This includes grade level town halls to address concerns as well as academic interventions with students and parents.

To further develop our curricula for the upcoming 2015-2016 school year, we will have used EngageNY for ELA and Math as well as New Visions for Social Studies and Science as recommended by the School Renewal Initiative (SRI) team. To improve student writing, one instructional shift strongly supported by the New York City Chancellor will include spreading WITSi beyond just the ninth grade to include grades 9-10. Already this year, teachers across all grade and content areas have had professional development for the Writing is Thinking Strategic Inquiry (WITSi) writing strategies and all have tried it within their classrooms. Additional professional development will include SRI PD for EngageNY in Math and ELA 7 times throughout 2015-2016 school year. Also, we will have spread/turnkey to other teachers in departments with support from HSRI coaches. To prepare for the expansion of WITSi to other teachers in the 9th and 10th grades, as well as refresh current WITSi team members, H SRI PD for Hochman writing strategies (WITSi) will take place in boot camp sessions in fall for 10th grade teachers and 9th grade teachers who did not attend in 2014-2015. This will continue with all participants throughout 2015-2016 school year.

As a result, this will all have allowed teachers to monitor student progress using the strategic inquiry process that utilizes tennis charts to detect student progress at a granular level. Based on the data from these tennis charts, teachers will determine levels of scaffolding for the students being tracked. WITSi will also have been added to the curriculum over the summer to Math and ELA as well as some units in Science and Social Studies.

CTE courses at COOP Tech will be available for students not college bound and AP courses will be offered in World History, Literature, and Psychology. Additionally, students who are college bound will have had access to College Now in association with HOSTOS. Considering most students entering HLR are below grade level academically, remedial courses in Math and English will have been offered for our ninth graders in our Math and Literacy Institute. These institutes will use the online I-Ready program which differentiates each individual lesson based on student benchmarks and progress.

Although credit accumulation has improved over the prior years, students still have trouble passing the state regents exams. Most of our students enter high school behind grade level and struggle with independent task that involves reading for meaning, interpreting instructions and drafting coherent responses. As a result, teachers often provide numerous scaffolds to support student learning. Unfortunately this has a negative impact by taking the rigor out of the task and consequently has left students unable to persist and master the rigor required to pass the Regent exams. To address this shortcoming, the school last year adopted an academic behavior, **PERSISTENCE** that all Rucker students are required to demonstrate in order to deal with more rigorous task. The school community including students, teachers, administrators and parents will be introduced to this academic behavior and have worked to incorporate persistence into all aspects of the school. Teachers are working hands on with administration and coaches from the SRI to develop more rigorous tasks. In addition, Professional Development will have been developed with SRI coaches to match the goals of the high school.

To better allow students the time needed to engage in rigorous work, the master schedule will have changed class times from 45 minutes to one hour. Not only will students have extra learning time as a result they will also have more time to engage in task and to work collaboratively. We believe students learn by doing and so teacher practice will shift to more student centered work driven by structured tasks and discussions where the teacher assumes the role of facilitator. Furthermore, to make sure all students have access or multiple entry points into the task, teachers will continue to receive professional development in chunking of text, tiered reading, varied questioning as well as the scaffolding in the various WITSi strategies. This ongoing weekly PD will align and support implementation of rigorous instruction/curriculum for all students and will be aligned through collaboration with SRI team.

To ensure consistency across content area, teachers will have been teaching 4 days a week with the fifth day set aside for common planning and to work with content area coaches. This time will have been also be used to create common assessments and rubrics. Assessments will vary by department with units ending in a culminating task. Students will also have been assessed on their use of Accountable Talk, annotation, and note taking skills. School-wide assessments will include Mock Regents which will have been offered twice a year as a benchmark to measure student progress in all classes that end in a Regent Exam. Additionally, teachers and coaches will continue working together to create WITSi

assignments that include sentence and paragraph strategies. Teachers will actively monitor student mastery through the use of Tennis Charts to make more concise determinations regarding levels of performance to either introduce additional scaffolds or introduce another skill to be mastered. Other student work including culminating task will all have been reviewed in department meetings using a HSRI rigor checklist as well as a version of the Consultancy Protocol for looking at student work. To make certain practices are being implemented across classrooms, walkthroughs, inter-visitations and observations will have been frequent with feedback in the form of a summary of observations bi-weekly that records trends as well formal and informal teacher feedback from ADVANCE.

By June of 2017, we hope to achieve 8.7% percent to be college ready in Math and ELA. Furthermore, we expect to achieve a 62.2 % graduation rate as set by the NYCDOE which would be an 16% increase from the start of the SRI process

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Curricula and academic tasks will emphasize rigorous habits and higher order skills for all 9th and 10th grade classes observed by June 2017.

- A minimum of 80% of 9th and 10th targeted teachers will be rated Effective on Danielson 3c.
- 80% of 9th 10th grade students will complete 4 CCLS aligned performance based assessments in ELA and Math and 2 CCLS aligned tasks in Science and Social Studies .

Impact Data:

- As a result of improved teacher practice the impact will be students successfully completing at least 2 Common Core aligned culminating tasks.
- At the end of the 2016/2017 school year, we will see a 4-year College Readiness of 8.7%

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | |
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| <p>Through conversations taking place in teacher professional development, classrooms, and on the School Leadership Team, the school community will continue utilizing a common language on struggle and the academic and personal behaviors that allow for productive struggle.</p> <p>- Additionally, class time will be increased from 45 minutes to 60 minutes to allow students the time to engage in more rigorous instruction.</p> <p>Professional Development Plan Including:</p> <ul style="list-style-type: none"> - SRI PD for EngageNY Math and ELA - offered to teacher leads 7 times throughout 2015-2016. - Also a plan to spread/turnkey best practices and WITSi writing strategies to other teachers in department with support from SRI coach. - SRI PD for Writing is Thinking writing strategies and Strategic Inquiry. - Writing is Thinking boot camp sessions in fall for 10th grade teachers and 9th grade teachers who did not attend in 2014-2015, continuing with all participants throughout 2015-2016 school year - Ongoing weekly PD's to align and support implementation of rigorous instruction/curriculum. PD will be aligned through collaboration with SRI team. - CBO partnership - Observational cycles as well as inter-visitations schedule. - Professional Development Calendar | <p>Teachers/ Students</p> | <p>Daily from September 2015 to June 2016</p> | <p>Administration, SRI coaches, Teachers</p> |

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| <p>- Schedule for common planning time and protocols on how to engage the work.</p> | | | |
| <p>- Participation in external professional development including Writing is Thinking Strategies and Strategic Inquiry.</p> <p>SRI professional development and targeted support in modifying instruction for ESL and SWD students in lesson planning and implementation</p> | <p>Teachers/ Administration</p> | <p>Daily from September 2015 to June 2016</p> | <p>Administration, SRI coaches, Teachers</p> |
| <p>- Teachers will plan and continue to implement struggle lessons, with the support of administration and SRI coaches that provide multiple entry points and access into lessons for all students. This will be done utilizing Writing is Thinking strategies and Strategic Inquiry during full day planning time with teachers and coaches.</p> <p>- One hour of additional instructional time will be added to the day to allow for credit recovery and Regents preparation.</p> <p>- Intra-visitations (within a school)</p> <p>- On site SRI content coaching with Schedule TBD to support implementation of rigorous instruction and curriculum.</p> <p>- School Leader Feedback that includes cycles for observations and actionable timely formative and evaluative feedback.</p> <p>- The use of data tracking tools including Datacation in alignment with John Hopkins EWI (Early Learning Indicators) to help drive the conversations of the Grade and Curriculum Teams.</p> | <p>Teachers/ Students</p> | <p>Daily from September 2015 to June 2016</p> | <p>Administration, SRI coaches, Teachers</p> |
| <p>-Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p> <p>- Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee.</p> <p>- Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the Danielson Framework for Teaching and the</p> | <p>Parents</p> | <p>Weekly from September 2015 to June 2016</p> | <p>Administration, SRI coaches, Teachers</p> |

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| <p>teachers in this position will also be responsible for serving on the professional development committee.</p> <p>- Teachers will communicate weekly via telephone and Skedula online anecdotes thereby allowing parents to monitor student mastery and progress of rigorous tasks.</p> <p>- Through multiple venues (SLT, PTA, curriculum nights, and parent teacher conferences), parents will be kept informed of improvements in providing rigorous instruction as well as our academic behavior of persistence.</p> <p>Weekly cabinet-level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d.</p> | | | |
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Part 5 – Budget and Resource Alignment

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| Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <p>- Schedule adjustments to expand periods will be done by programming at the end of June 2015. (No SBO needed)</p> <p>-New Visions Curriculum in Science and Social Studies</p> <p>-EngageNY curriculum in ELA and Math</p> <p>- SRI coaches and WITSi professional development</p> <p>-WITSi Curriculum Page</p> <p>-CBO partnerships (Johns Hopkins)</p> | | | | | | | | | | | |
| Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

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| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Monthly data analysis of teacher observations in ADVANCE by administration. Meeting with teachers regarding data will start February 2016</p> <p>Suggestions:</p> <p>Weekly cabinet-level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d.</p> <p>Schools leaders will conduct frequent cycles of classroom observations and analysis of student work and data, and monitor teacher progress using Advance Data reports.</p> |
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By February 2016, we will review Regents data, individual student Credit Accumulation and Scholarship Reports to ensure that progress is being made towards our June 2016 goal for Student Progress/Performance and for graduation rate.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | E |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>• The American Institutes for Research (A.I.R.) Co-interpretation revealed that while responses percentages were high for positive responses, Holcombe L. Rucker High School could use additional support with supporting students social/emotional development with mental health services</p> <p>Strengths:</p> <ul style="list-style-type: none"> The Holcombe L. Rucker staff will continue to sustain the development of a nurturing school with a culture where students feel safe and a philosophy that communicates high expectations for staff, students and families, as stated in 3.4 of the Quality Review. The A.I.R. Co-interpretation revealed that: <p>- The school works hard to promote an environment that supports students both academically and Social/emotionally through work of guidance and the teacher teams. The students will continue to be given opportunities to have exploratory experiences and culturally relevant activities which are embedded in its curricula and college/career readiness preparation.</p> | | |

- There are social and emotional structures in place that promote a safe and orderly environment and a positive school climate as perceived by students, parents and staff.

Part 2 – Summative Vision for Supportive Environment

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

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

Stakeholders at the Holcombe L. Rucker School of Community Research, will describe the school as being a safe, collaborative school that is accepting and committed to educating all students. The environment supports the academic growth of all students, promotes college and career readiness and encourages students to be active learners and community partners.

Talent Development Secondary (TDS) believes in creating an environment where all students are known and supported, and that it is the collective responsibility of the adults and students in the school to overcome the obstacles which may prevent this (Wilson and Corbett 1999). Through the renewal process an on-site Community School Director will be hired to work with the administrative staff and link partner Grand Windham to coordinate social and emotional services. Holcombe L. Rucker’s (HLR) small learning communities and teacher teams will use an Early Warning Indicators System to monitor student attendance behavior and course performance. TDS will assist the school in developing an Early Warning Indicator Systems (EWIS) that allows the school administrators and staff members to collect, analyze, and disseminate student outcome data bi-weekly and combine this with a system of tiered student supports. The teacher teams will receive professional development, on- site coaching and ongoing support from an on-site TDS Community School Director, to use this EWI data to ensure that the right students receive the right academic and social-emotional interventions at the right time.

Our partnership with Grand Windham surrounds students with a community of support, empowering them to stay in school and achieve in life. Their evidence-based approach, adapted to meet each community's unique needs, is the basis for success. A site coordinator will provide support to students who face emotional, behavioral and mental health challenges, either directly themselves or in their immediate family. Our site coordinators are trained to help identify and reach out to kids and families who may need support services. Grand Windham will work with the Community School Director, Parent Coordinator, as well as community organizations, to provide the best resources and referrals available to our students and families. Through partnership and commitment the goal is to treat every child with dignity and respect, and ensure they receive the services and support they need to be their best.

To promote improved student social-emotional skills we will infuse a School-wide Restorative Practice initiative by rewarding students who demonstrate monthly Academic Behavioral benchmarks. With the use of Early Warning Indicators students will be counseled and mentored by guidance counselors along with the Talent Development Secondary faculty.

Faculty at Holcombe L. Rucker will use data about students’ resiliency, that they can specifically target underlying issues and improve academic performance, attendance, behavior, and graduation rates. Students’ academic and behavioral problems are often a symptom of deeper social and emotional issues. Researchers have identified resiliency as the

critical differentiator between students who persevere and succeed versus those who struggle and often disengage and drop out. Resiliency: A set of protective characteristics possessed by those who are able to adapt to hardship and succeed. Resiliency skills are valuable for all students, and absolutely critical for students who possess at-risk characteristics. The pre and post Resiliency Assessments measure students' aptitude in six resiliency areas that have been shown by research to dramatically impact academic achievement. The individual student data reports provided after students take the Resiliency Assessments will provide the administrative team with insight into the root causes of frequent absences, poor behavior, and low grades. When viewed in combination with attendance, coursework, and behavior data, teacher teams will have a complete picture of the whole student and can initiate interventions to more effectively support students' needs during Early Warning Indicator meetings.

We will use Revving up, a validated resiliency assessments for students at Holcombe L. Rucker to assess identify the social emotional needs of students. The assessment data will provide on-site staff and school administration with invaluable insight into the social emotional competencies of their students and how these factors are affecting academic performance. The secondary assessment reports include an Academic Risk Index that identifies students at risk of failure as early as three years before warning signs appear.

In addition, EWIS will be used as an entry point to engage 11th grade teachers to begin the work around facilitating the WITsi strategies with their students since this class has the highest percentage of special needs and/or academically challenged students. Programming will support skills development for these students by maximizing instructional time to support math and literacy skills. The Americorp Vista staff will lead the data study of this group to ensure students are progressing towards graduation and will serve as their mentor. Teachers of these students will be engaged in extended common planning time with the special education specialist to ensure that the needs of these students are being addressed.

Student voice and leadership will be supported by having an environment which supports an open door policy through monthly town hall meetings, senior committee and student surveys. The school will be more proactive in improving students' social-emotional skills by having a team of social workers in addition to the guidance counselor who will offer individual and group counseling to students. Counseling will occur as individual, group and/or family sessions in the school. Students will have the opportunity to have regularly scheduled and unscheduled sessions to support them with various issues and/or conflicts. In addition, students will benefit from learning skills to help them cope with conflict, self-esteem, respect for others, and issues they may be dealing with both in school and at home.

The school team will measure students' social-emotional development with data from participation in school programs, attendance, classroom behavior and student academic progress. Teachers, community partners and school leaders will engage in bi-weekly meetings to review and monitor data in order to provide students with interventions that will support their success. Student will receive extended learning time which will offer additional course options for credits. HLR will also use the partnership with our CBO Johns Hopkins to brand the school by offering courses around the HLR's strengths by incorporating sports science courses offered at the university to engage student interest. The sports themed courses adapted from the Johns Hopkins University curriculum will be used to close the 11th grade academic gap through CCLS literacy electives like sports medicine, sports management, sports broadcast journalism/communication, etc.

Lastly, the school will work to improve the overall school attendance and the chronic absenteeism rates with support from Talent Development Secondary staff, Social Work interns, and the AmeriCorps Vista staff. Teachers will continue to give students a reason to attend school each day by challenging them and consistently offering rigorous instruction. In addition, the school will implement a consistent incentive program to highlight students with good attendance and create competitions by grade for students to attain the best attendance.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

The school will increase the school-wide attendance from 83.6% in the 2014-2015 school year to 84.6% in the 2015-2016 school year.

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
|--|---|--|--|
| <p>- Positive student behaviors and attitudes will be encouraged by supporting students whose attendance, behavior, or achievement indicates a need for improvement. The Community Based Organization (CBO) will hire an Americorp Vista who will work as a mentor to students with severe attendance concerns. In addition, the CBO will develop an incentive program to encourage student attendance and academic achievement.</p> | <p>Students</p> | <p>September 2015 – June 2016</p> | <p>Principal, CBO, Teachers, Support staff, Guidance</p> |
| <p>- Students are provided with opportunities to exhibit peer leadership with support of the Community Based Organization (CBO) by serving as attendance monitors, making morning announcements, and performing other targeted tasks. The Americorp Vista will support the development of an internship program and student government which will allow student the opportunity to develop leadership skills.</p> | <p>Students</p> | <p>September 2015 – June 2016</p> | <p>CBO, Teachers, Support staff, Guidance</p> |
| <p>- Continued participation in external Professional Development offerings given by Central Administration to support teachers, the CBO and/or support staff with developing strategies to address the needs of students with disabilities, English Language Learners , etc.</p> <ul style="list-style-type: none"> • Professional Development | <p>Teachers, Guidance Counselor, CBO,Support Staff</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, CBO, Instructional Coaches</p> |

| | | | |
|---|------------------|----------------------------|---|
| <ul style="list-style-type: none"> ○ HSRI instructional coaches who support teachers with Science, English, Math and Special Education/English Language Learners ○ Johns Hopkins (CBO) instructional coaches who support teachers with Math and Social Studies ○ Monthly special education meetings ○ English Language Learners meetings ○ Guidance meeting on college readiness ○ Team team meetings (Grade teams review student progress data, Curriculum teams, & Witsi teams) | | | |
| <p>- Engaging parent workshops to support families and create a warming welcoming environment of trust. Parent meetings/workshops include: Student/Parent Orientation, Understanding the College Application Process, Financial Aid Workshop, etc.</p> | Parents/families | September 2015 – June 2016 | Parent Coordinator, CBO, Teachers, Guidance |

Part 5 – Budget and Resource Alignment

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| <p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Areas to be leveraged in achieving this annual goal will be:</p> <ul style="list-style-type: none"> ● Monies set aside for teacher coverages. ● Providing regular time for various constituents of the community to engage in discussions around student attendance, student progress, and the curriculum. ● Monies to provide refreshments and incentives for parent who participate in parent workshops and the school community. | | | | | | | | | | | |
| <p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | X | Other |

Part 6 – Progress Monitoring

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

By February 2016, average daily attendance will have increased by 1% over the previous year, from 83% to 84%.

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | E |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | D |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. | D |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>According to the most recent Quality Review:</p> <p>Needs:</p> <ul style="list-style-type: none"> Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. <p>Strengths:</p> <ul style="list-style-type: none"> Teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. <p>According to the AIR Survey:</p> <p>Strengths:</p> <ul style="list-style-type: none"> Teachers report that there is a positive, collaborative and supportive environment amongst colleagues and trust is evident amongst leadership, teachers and staff. | | |

- The school works hard to promote a supportive environment both academically and social/emotionally through the work of guidance and teacher teams.

Needs:

- There were inconsistent responses on teachers having enough time to plan, collaborate, and share ideas and resources both formally and informally.

Part 2 – Summative Vision for Collaborative Teachers

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

Questions to consider:

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

There will be increased time for teacher collaboration and teachers will have one day set aside each week with minimal teaching responsibilities. On these days, teacher teams will engage in Strategic Inquiry and intra-visitations, make data-driven curriculum modifications, and plan units and lessons collaboratively and individually with support from SRI coaches. The collaborative lesson and unit planning will reflect a less teacher-centered model and feature teaching as facilitation to maximize student learning. Teachers will recognize the individual needs and experiences of students, through working together to develop a coherent and concise process for analyzing student work samples. In their collaborative groups, teachers will meet regularly to discuss how to improve their instructional techniques and student outcomes. Additionally, teachers will help maintain discipline in the entire school, not just their classrooms.

The Strategic Inquiry model will be used to engage teacher teams in assessing student work in order to refine curricula, reach writing goals, and school goals for student achievement. Ninth and tenth grade curricula will be modified to embed Writing is Thinking strategies during their teacher meetings to promote the use of sentence, paragraph and essay writing strategies and tools. The modification of the curriculum will use strategies based on student data that demonstrates levels of student mastery. Students in need of additional support will receive extra scaffolding while those who excel will use Writing is Thinking strategies without scaffolding. To determine levels of scaffolding for the writing strategies, teachers will utilize tennis charts of writing sub-skills to analyze student work and monitor targeted students in 9th and 10th grade teams.

In order to improve higher order thinking skills and rigor within the tasks, teachers will continue using a rigor checklist that was created by SRI coaches. In their teacher teams, they will review tasks to identify areas where rigor could be increased and whether CCLS were in alignment with grade level requirements. Teachers would then adjust the task based on their inquiry and administer it to students. Following this, teachers will review the student’s work based on the revised task using a version of the Consultancy “Looking at Student Work” Protocol. This process has become an integral part of the school’s Curriculum Leadership Teams and will continue through the 2015-2016 school year.

In order to provide a safe learning experience for every child, we will continue to use our student life team to mediate both behavioral and academic difficulties. Through counseling and student groups led by teachers and guidance , such as Alpha Fem and Men of Majesty, we will continue to promote self esteem and offer safe spaces for students to share their ideas and concerns. Lastly, school-wide and grade level town halls led by teacher and administration will be used to communicate high expectations and best student practices. by

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, teachers will engage in structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning by June 2016.

- 80% of teachers will receive an effective rating on Danielson 1e.

- We will receive a proficient on QR indicator 4.2

Impact Data:

- As a result of improved teacher collaborative practice 9th and 10th grade students will show mastery in at least three Writing is Thinking strategies.

- A minimum of 80% of 9th and 10th targeted teachers will be rated Effective on Danielson 3c.

- At the end of the 2016/2017 school year, we will see a 4-Year College Readiness Index of 8.7%.

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>- Through teacher collaboration, professional development, and SRI coaching, the school community will continue utilizing Writing is Thinking strategies to promote student improvement in writing.</p> <p>- Improved programming will allow teachers to have one day a week in departments and with their SRI coaches to collaboratively plan</p> | <p>Students</p> | <p>Daily from September 2015-June 2016</p> | <p>Administration/SRI Coaches/Teachers</p> |
| <p>- Strategic Inquiry teams in grade 9 and 10 comprised of a teacher lead, a school administrator, and 4 or more content area teachers at the grade level that will focus on analyzing student work and ensuring that instructional practices and strategies are organized</p> | <p>Students</p> | <p>Twice per week for Strategic Inquiry Teams and bi-monthly for Train the Trainer PD</p> | <p>Administration/SRI Coaches/Teachers</p> |

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| <p>around annual, unit, and daily lesson plans that address student goals and needs.</p> <p>- Bi-monthly Strategic Inquiry Train-the-Trainer Professional Development for the returning teacher lead.</p> | | | |
| <p>Prioritize a minimum of 2 periods or more per week for 9th and 10th grade level teams to analyze student work and address shortcomings.</p> <p>- In house, ongoing training for new inquiry team lead, around facilitation, norming, text studies and components of the Strategic Inquiry model</p> <p>Facilitation feedback for 9th and 10th grade leads from SRI coaches.</p> | Teachers/Students | 2 period per week through June 2016 | Administration/HSRI Coaches/Teachers |
| <p>-Model classrooms will be developed to support teacher growth and will act as labs where colleagues can come to watch pedagogical, content planning and behavior management best practices. These classrooms will be taught by both Peer Collaborative and Model teachers who will receive compensation in the form of either an annual salary boost and/or an extra planning period. These roles will also</p> <p>provide additional opportunities for teachers to assume leadership roles to grow professionally, and share their instructional practices with peers, while remaining in the classroom.</p> <p>- Model Teachers use their classrooms to serve as a laboratory and resource to support the professional growth of colleagues. Working closely with other teacher leaders, the Model Teacher is a resource to other teachers by demonstrating effective teaching strategies. This position will also be responsible for serving on the professional development committee.</p> <p>-Peer Collaborative Teachers support their colleagues through coaching and inter-visitations to improve instructional and student learning aligned to the <u>Danielson Framework for Teaching</u>.</p> | Teachers | September 2015-June 2016 | Principal, Assistant Principal, Model teacher(s), Peer Collaborative Teacher, SRI Coaches |

Part 5 – Budget and Resource Alignment

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| Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Restructuring of the current schedule will reflect increased time for teacher collaboration. Teachers who currently meet for 45 minutes each day in their departments every other week will now have one day set aside each week with minimal teaching responsibilities. During these days, teachers will meet with their SRI coaches, co-plan together as a department and also have time to work individually to lesson and unit plan. SRI coaches will help facilitate full day planning by department and WITsi teacher leaders will facilitate twice weekly WITsi meetings in the 9 th and 10 th grades. | | | | | | | | | | | |
| Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | X | Other |

Part 6 – Progress Monitoring

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| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | | | | | | | | |
| 9th and 10th grade teachers will maintain a binder of student data in the form of Tennis Charts as well as agendas for every Strategic Inquiry meeting. Data will be reviewed collaboratively once a month by Administration and coaches to determine progress toward stated goal. | | | | | | | | | | | |
| Schools leaders will conduct frequent cycles of classroom observations and analysis of student work and data, and monitor teacher progress using Advance Data reports. | | | | | | | | | | | |
| Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. | | | | | | | | | | | |

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP). | E |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | E |
| 2.4 | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | D |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Needs:</p> <ul style="list-style-type: none"> In statement of practice 2.5 as informed by the PPO from December 2, 2014, the DSR suggested, "the use of, and expectations for, teacher meeting time is not well structured to ensure that teachers' professional responsibilities are well aligned to the school's instructional goals." The reasoning to support this finding was largely dependent on the inadequate time allocation for teachers to participate in deep inquiry work during common planning times, teachers' failure to lead their study with student work and data. In indicator 5.1 of the Quality Review's general feedback report, the reviewer suggested a Developing in how leadership evaluates the quality of school level decisions, making adjustments as needed to increase effectiveness of policies and practices across the school, with particular attention to the CCLS. <p>Strengths:</p> <ul style="list-style-type: none"> Preliminary Survey Report for Renewal School/March 2015 shows improvement in School Leadership Team participation, Program Coherence and Principal Instructional Leadership. A.I.R. Co-interpretation Key Findings indicate that: | | |

- rigorous curriculum and instruction are important elements of the school's vision.
- distributive leadership is a high priority for the school.
- teacher retention is a high priority for the school.
- According to the 2014-2015 Quality Review Report, the school received proficient in:
 - 1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products.
 - 3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.
 - 4.1 Use the observation of classroom teaching with research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers.

Part 2 – Summative Vision for Effective School Leadership

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

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

- The building Principal will have hosted several meetings initially, weekly to ensure clear alignment of the shared purpose of all constituents (SLT, safety team, teacher teams, upper management, cabinet) in setting benchmarks to impact student achievement under the heading of the school's mission and vision by 2017. CBO's will sit in on administrative cabinet meetings (this includes Guidance Counselor, Organization and Instructional Assistant Principals, Parent Coordinator, occasional visits by the DSR and CBO representatives) and teacher common planning times to develop a clear picture of the work happening in the school to determine with the leadership team where they can have the greatest leverage in pushing student achievement in alignment with the Great Schools Framework and school's RSCEP.

- School leader will continue to create opportunities for regular and documented communication with all stakeholders of the school community to adjust and measure performance using specific and reliable data sources to regularly inform shared decision making around action plans to meet benchmarks with all stakeholders. Some evidence based systems would be:

- Weekly cabinet meetings driven by purposeful agendas.
- The adoption and weekly monitoring of the Early Warning Indicators along with Datacation to regularly inform school community of systems (Initiatives in the area of mental health, A.I.S. and College Readiness) impact on student achievement to make necessary adjustments.
- Written action plans, mid-year reviews and schedule benchmarks created by all constituents focused on impacting Renewal School Benchmark Menu.
- Establish a R.S.C.E.P. progress monitoring committee to collect evidence to support ongoing work midyear.
- Develop a Professional Development committee to create a menu of offerings that are relevant and appropriate to teachers meeting their instructional targets.

The school is designed to host two Assistant Principals. The Assistant Principal of Organization responsibilities includes managing compliance, attendance and guidance (Grade Leadership Team). The Assistant Principal of Instruction responsibilities includes managing cycles of observation, professional development, curriculum development (Curriculum Leadership Team) and A.I.S. supports. The CSR will support our work in guidance (career counseling, mental health services and the monitoring of student achievement) and A.I.S. primarily.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2017, school leaders will create systems and structures to norm, monitor, and evaluate the quality of instructional practice and social emotional initiatives as evidenced by:

- Schools leaders will conduct frequent cycles of classroom observations and engage in weekly cabinet level inquiry around teacher practice aligned to sub-skills of Danielson components 1a, 1e, 3b, 3c, and 3d.
- Bi-weekly meetings including guidance counselor, dean, crisis team, CBO partner, parent coordinator, and family worker to review OORS Data, attendance data, and progress towards graduation data to align social emotional supports provided to students.

The impact on student achievement will be:

- A minimum of 1% increase in attendance by June 2016
- A minimum increase of 6.7% in progress towards graduation by June 2016

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
|--|---|--|--|
| <p>The school leaders ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).</p> | <p>Teachers</p> | <p>September 2015 – June 2016</p> | <p>DSR, Principal, Assistant Principal of Instruction and CBO Director.</p> |
| <p>Continued participation in external PD offerings given by Central Administration to support mathematics, literacy, Writing is Thinking and Strategic Inquiry.</p> | <p>Teachers, Assistant Principal, Principal and CBO instructional coaches</p> | <p>September 2015 – June 2016</p> | <p>Principal</p> |
| <p>Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health. More specifically, adopting and implementing Meeting Wise Agenda Template developed by Kathryn Parker Boudett and Elizabeth A. City to drive collaborative time for all constituents of the school.</p> | <p>Principal, Assistant Principals, CSR director and Teacher leaders</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principals and Teacher leaders.</p> |
| <p>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. Using Renewal Schools Benchmark Menu selections, school leaders will develop additional benchmarks to capture movement in the areas of students achievement (including sub-groups), attendance and A.I.S. rate of participation.</p> | <p>Principal, Assistant Principals, CSR director and Teacher leaders</p> | <p>September 2015 – June 2016.</p> | <p>Principal, Assistant Principals</p> |

Part 5 – Budget and Resource Alignment

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|---|-----------------|---|-------------|--|------------|--|------------------|--|--------------------------|---|-------|
| Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Monies set aside from galaxy to support professional development, substitute teachers, A.I.S. and purchasing resource materials. | | | | | | | | | | | |
| Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | X | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | X | Other |

Part 6 – Progress Monitoring

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| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| <p>Areas to be leveraged in achieving this annual goal by February 2016 will be:</p> <ul style="list-style-type: none"> • Flexible scheduling to allow teachers one full day of common planning time per week that is exclusive of PD and Parent Outreach times. • Monies set aside for coverages and per session activities that support professional development and A.I.S. • Edited Meeting Wise Agenda Template to appropriately support the work of teacher teams engaged in WITsi and Grade Leadership Teams. • Providing regular time in the school schedule for administrators and teachers to engage in meaningful professional development to support their practice. • Providing regular time for various constituents of the community to engage in discussions around initiatives and the implementation of them. <p>Working with DSR, Coaches, Teachers, Guidance, CSR to develop a benchmark calendar to regularly monitor the school-wide frameworks impact on student achievement.</p> |
| Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | D |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | D |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Needs:</p> <ul style="list-style-type: none"> Data from the A.I.R. Co-interpretation states that despite active efforts by the school staff to engage parents, the level of parent involvement at the school is low. Several staff members noted that usually only 10 to 15 parent s attend school activities. <p>Strengths:</p> <ul style="list-style-type: none"> In indicator 3.1 of the Quality Review, HLR was rated proficient in established a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community. In 1.3 of the Quality Review HLR received a proficient in maintain a culture of mutual trust and positive attitudes that support academic and personal growth of students and adults. The A.I.R. survey revealed: <ul style="list-style-type: none"> - The school values comprehensive communication with parents. <p>There are social and emotional structures in place that promote a safe and orderly environment and a positive school climate as perceived by students, parents and staff.</p> | | |

Part 2 – Summative Vision for Strong Family and Community Ties

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

Questions to consider:

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

Within the Community School model, families will be welcomed into the Holcombe L. Rucker community through our freshmen orientation, by offering an open door policy to parents, having parent volunteers, inviting parents on college trips, by hosting parent-student trips, family day and by hosting parent workshops that support families and offering free services families can benefit from (i.e. Free tax preparation, roads to citizenship, Skedula, etc.). In addition, the school will host events that are centered around reintroduction of the Community School title, invite local politicians and people of influence to speak to parents, limiting student access to phones, and informing parents of opportunities for them and their children. School safety and all students will have received a document by September 2016 which expresses the expectations of staff when parents are present in the building.

To support families with taking an active role in what their child is learning, will host a number of workshops call “Chat and Chews” at varied times and days to support parents. The workshops will be on: interpreting transcripts, Skedula, tax preparation, and our first parent teacher conference in September 2015 will be a Mini Class Night. The Mini Class Night will give parents an opportunity to follow their child’s schedule, visit each class for fifteen minutes to meet their child’s teacher, receive a course syllabus and get information on what the child will be learning in each class. In addition, the CBO will offer additional parent outreach and collaborate with the parent coordinator and teachers to offer parents workshops to support them and their children. The school will continue to engage the community by hosting its Annual Family Day event which offers the school an opportunity to interact with families and various constituents of the community. HLR will ensure that teachers are able to learn from families about the children being taught by having guidance offer teachers a sensitivity training in the beginning of the school year. In addition, the training school will have a monthly open door day for parents outside of open school night in collaboration with the CBO to ensure that teacher learn about their students.

The school will partner with the school and CBO to support student success by being present at all events hosted by the school. The CBO will support the school in identifying attendance issues and making referral for support services to families and students when necessary. The CBO will be instrumental in supporting the school with celebrating both small and large wins in terms student success. The school will provide the CBO with a dedicated space to where families will be welcomed. The school community will offer families the opportunity for adult education in collaboration with Coop Tech which is located in the school.

During the 2015- 2016 school year, Coop Tech will be offering technical training classes to all parents of our students. In addition, HLR will be offering English as a Second Language Classes, and various workshops with include Road to Citizenship, College Readiness, Financial Aid Night, etc. Families will be able to access and understand student data and progress, through use the of Skedula, workshops on how to use Skedula, parent phone calls, parent-teacher conference, guidance conferences, case conferences, IEP meetings, report and progress reports mailed home, academic intervention letters mailed home and with support of the CBO.

By the 2016 – 2017 school year, HLR will be increasing meaningful family engagement by offering events around academic achievement for all students through school wide initiatives. Parents will receive academic counseling during special event to share data with parents on the child’s academic progress. In addition, parents will engage dialogue around student work to assist them in supporting their children’s academic success.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Holcombe L. Rucker School in collaboration with the Community Based Organization will increase family engagement, continue to build community and improve student attendance.

Evidence of success:

- Increase the number of parent events to eight by June 2016. Parent events will include: college tours, community night, senior night, awards night, parent appreciation breakfast, etc.

- Increase parent outreach to three forms of communication per parent event by June 2016. Parent outreach will include: Newsletter, phone calls, Skedula, etc.

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Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
|---|---|--|--|
| <p>The School-Based Transformational Facilitator/Community School Director is responsible for leading the successful implementation of Talent Development Secondary model approaches to improved student school performance through: effective staff leadership and organizational, instructional and curricular changes within the school that result in an improved climate and culture. The Facilitator is the primary liaison between Johns Hopkins University and the leadership and staff of the school, responsible for coordinating activities, services, and support (including use of the Early Warning Indicators (EWI) system to identify, develop, and implement appropriate student interventions</p> <ul style="list-style-type: none"> • Facilitates the school’s successful implementation of all phases TD Secondary Model. • Serves on the school leadership team. • Identifies roadblocks to successful implementation and strategize solutions. • Supports successful implementation of school-wide attendance and behavior programs. • Assesses professional development needs and plan, design and deliver on-going professional development responsive to identified needs. • Facilitates the development of communication, decision-making, and problem solving strategies that emphasize distributed leadership at the teacher team level. • Provides professional development and job-embedded supports for multidisciplinary teacher teams responsible for implementing strategies, incentives and interventions regarding student attendance behavior and | <p>Students, Support Staff, Teachers and Families</p> | <p>September 2015 – June 2017</p> | <p>CBO</p> |

| | | | |
|--|--|--|--|
| <p>course performance through collaboration with TDS Math and ELA instructional facilitators</p> <ul style="list-style-type: none"> • Facilitates each teacher team’s implementation of a coordinated, coherent climate and culture plan that includes consistent expectations, incentives, and team building activities Engages in job-embedded professional development with teachers—including co-planning, co-facilitating, and debriefing of team meetings. • Offers awareness sessions for teachers, and encourage staff participation in grade group meetings and use of the Early Warning Indicator (EWI) system. • Establishes and facilitates team meetings dedicated to identifying students exhibiting one or more EWIs, identifying appropriate interventions, and revisiting these students at subsequent meetings. Identifies additional professional development (PD) needs through the meetings with the staff, the students, their families and the collaborative. • Establishes, co-plans and leads semi-monthly collaborative meetings to ensure ongoing communication and coordination of efforts with other site-based partnerships. • Provides regular accessibility to Early Warning Indicators (EWI) data (in user friendly formats) and other outcome measures, to teachers, collaborating partners and other stakeholders. • Establishes and maintains a system for receiving feedback and collecting data related to the delivery of Talent Development Secondary and Diplomas Now components. • Coordinates the development and regular updating of the school’s Transformation Plan aligned with the RSCEP. • Develops and distributes program reports to school leadership, teacher teams and partners. • Prepares and distributes quarterly data collection surveys for TD Secondary. Assists with evaluation activities and data-analyses. • Coordinates the administration of TDS Climate and Instructional Surveys. • Collaborates with instructional coaches and instructional facilitators to ensure that Math and ELA assessments are administered at the beginning, middle, and end of the school year. • Facilitates planning and enhancement of Career Academies Provides support for Freshman Seminar teachers and/or College Summit coach (stipend teacher) as well as school administrator(s). | | | |
|--|--|--|--|

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|--|--|-----------------------------------|--|
| <ul style="list-style-type: none"> • Takes the lead in planning/preparation of TDS events, activities (Report Card Conferences, back to school nights, celebratory assemblies, poetry nights, etc.). • Works with Regional Director and/or Executive Director to coordinate logistics that include ordering of TDS materials, technical assistance and professional development dates, summer professional activities, TDS National Conference and Coaches' Institute Assists Regional Director and/or Executive Directors with ongoing interface with school and district administration regarding implementation of TDS model Participates in on-going personal professional growth activities. • Maintains awareness of school reform practices and organizational change (current, prominent information). • Communicates regularly with TDS Executive Director, Regional Director, S4s, Instructional Facilitators, and other TDS staff to monitor school progress and discuss implementation support strategies. | | | |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other subgroups (e.g., overage/under-credited, SIFE,STH) include:</p> <ul style="list-style-type: none"> • Tiered interventions for students based on Early Warning Indicators and teacher collaboration • Teacher teaming and collaborative inquiry into student work • Extended learning time for all students • Credit recovery options via APEX | <p>Teachers, Assistant Principal, Guidance Counselor, Support Staff, CBO</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal</p> |
| <p>Incorporate specific strategies to promote family and community engagement including:</p> <ul style="list-style-type: none"> • 2 parent/community events per quarter ie. college tours, community night, senior night, awards night, parent appreciation breakfast, etc. • Increased forms of family and community outreach such as a community newsletter, robo-calls, and Skedula (Datacation) accounts for parents | <p>Parents/families</p> | <p>September 2015 – June 2016</p> | <p>Parent Coordinator, Guidance, Teachers, CBO</p> |
| | | | |

Part 5 – Budget and Resource Alignment

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

Areas to be leveraged in achieving this annual goal will be:

- Monies set aside for coverages and per session activities that support professional development and academic intervention services for teachers, guidance, and school leaders.
- Monies to provide refreshments and incentives to parents for participating in parent workshops and the school community.

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

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

Part 6 – Progress Monitoring

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

Midpoint benchmarks include:

A portfolio of data captured from multiple constituents of the school community by February 2016, HLR will have four parent events and 12 opportunities for parent outreach will be made to each family.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

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| Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound. |
| By August 2016, as a result of implementation of a comprehensive ELT program focusing on increasing student achievement across all grades, there will be a 5% increase in Regents Pass rates, credit accumulation and course performance. |

Part 2 – ELT Program Type

| | | | | |
|---|--------------------------|-----------|-------------------------------------|------------|
| Is the ELT program voluntary or compulsory? | <input type="checkbox"/> | Voluntary | <input checked="" type="checkbox"/> | Compulsory |
| If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students. | | | | |
| | | | | |

Part 3 – ELT Program Description

| |
|---|
| Target Population: The ELT program for a Renewal School will be offered to all students in the school. |
| Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day? |
| <ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families? |
| Holcombe L. Rucker will meet the following SED requirements for the ELT Program in a Renewal School by ensuring that the instructional program will be a combination of academics and enrichment. All students will have participated in ELT program which will be offered Tuesday through Friday from 2:40-3:55. The academic portion of the program |

will include Regent’s preparation classes for those who have previously failed and those students who need additional support in preparation for their first time taking the exams. In addition to test taking strategies, Castle Learning will be utilized to ensure Regents quality questions. To ensure ESL and SWD are appropriately targeted during ELT, all teachers will have received professional development in Writing is Thinking strategies to promote student improvement in writing and to monitor their progress. Credit Recovery opportunities will also be provided in core subject areas to ensure students stay on track for graduation by accumulating the appropriate amount of credits each semester.

Additional support will be offered to not only SWD and ELL students but to all students who demonstrate a need for additional support by certified Teachers and the TDS team (Talent Development Secondary) which will craft individual student plans that include extended learning opportunities in Math and English via software based labs and blended instruction using I-Ready. Talent Development facilitators will have spent a significant amount of time training both teachers and instructional coaches in strategies and activities that can be used in various courses and content areas during ELT. The extended class period and extended learning opportunities will have allowed for sufficient time not only for explicit instruction, but also modeling and demonstration.

For those students who are more in need of enrichments, (Seniors who have all the necessary credits and Regents required for graduation) will take part in either College Now through HOSTOS Community College to receive college credits or internship opportunities arranged through cooperation with our CBO. For all students, a music teacher will be added through the Arts Matter program 3 days a week. That teacher will offer additional enrichment opportunities by utilizing the schools variety of band instruments and drum line.

All programs will be provided by licensed and experienced teachers and staff from several CBO’s. To ensure consistency across all staff member’s teaching practice, both teachers and CBO staff will participate in weekly Monday professional development from 2:40-3:35. Student enrollment and retention efforts will be made for all students. From the first day of school in September, all students will have ELT added to their programs and marked by 8th period on their programs. Daily attendance will be taken and monitored each day. Written notification will also be sent to parents, phone calls will be made to homes as well as using the school messenger system and Skedula online grading and anecdotes to keep parents informed.

Part 4 – ELT Program Implementation and Oversight

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

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

The ELT Program will be implemented and supervised by the Assistant Principals and the Community School Director.

The community Based Organizations (Johns Hopkins and Morris Heights Health Center) will support the ELT program by providing student instruction alongside certified teachers and mentoring and social-emotional support to students.

The ELT Program’s impact on student achievement will be evaluated based on attendance rates, pre/post assessments , course work , credit accrual , regents pass rates and the learning environment survey.

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

- ELT will begin September 10, 2015 and end at the end of the second semester June 10, 2016

As an additional period to the day, the start time will be 2:40-3:55 Tuesday through Friday each week.

Part 5 – ELT Budget and Resource Alignment

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

Resources that will be needed for the ELT Program will be certified New York City licensed subject teachers and CBO staff members. Also, instructional resources that will be needed are; regents review books, Castle Learning, blended learning programs (I-Ready), scheduled adjustments, calculators, graphing paper, rulers, chart paper, markers, laptops, iPads, headphones, audio books, smart boards, and school food (OSFN).

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

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

Part 6 – ELT Progress Monitoring

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

By February 2016 A midpoint benchmark will be the results from pre and post assessments for each ELT class. Additionally, attendance data will be reviewed weekly and at the end of semester 1 to determine success of the program and progress of students. Changes will be determined by data gathered.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By February 2016 A midpoint benchmark will be the results from pre and post assessments for each ELT class. Additionally, attendance data will be reviewed weekly and at the end of semester 1 to determine success of the program and progress of students. Changes will be determined by data gathered.

Part 2 – Community School Program Description

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

The Community School Director and staff from Talent Development Secondary will provide support to the entire school community by coordinating the collaborative efforts of teacher teams and systematizing a process that monitors Early Warning Indicators. The Ninth grade student cadre will also receive College and Career Readiness coaching support via Freshman Seminar advisory curriculum, and targeted interventions.

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

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

The Community School Director will be responsible for leading the successful implementation of Talent Development Secondary model approaches to improved student school performance through: effective staff leadership and organizational, instructional and curricular changes within the school that result in an improved climate and culture. During implementation, the Community Coordinator offers development and technical support to administrators, team leaders, teacher teams, counselors, and support staff. This professional development increases the school's capacity to build positive school climate, collaborative teaching practices, develop and sustain distributive leadership, and engage in ongoing collective decision-making and actions that support student success.

The CSD is the primary liaison between Johns Hopkins University and the leadership and staff of the school, responsible for coordinating activities, services, and support (including use of the Early Warning Indicators (EWI) system to identify, develop, and implement. This process begins with a full needs assessment, collaborative analysis, and work plan development based on the findings from the co-interpretation and on-site visit.

Talent Development Secondary (TDS) will partner with Holcombe Rucker High School to provide at-risk students with the tools to improve academic achievement. Working with administrators and teachers, the Community School Director, and Instructional Facilitators will set goals based on students' attendance, behavior and course performance. They develop a strategic plan, implement an early warning system to identify struggling students, and regularly review the data to inform next steps with each small learning community. Teachers and the TDS team will craft individual student plans that include extended learning opportunities in Math and English via software based labs and blended instruction using I-Ready. Talent Development facilitators spend a significant amount of time training both teachers and instructional coaches in strategies and activities that can be used in various courses and content areas. Instructional Facilitators will provide hands on support and support the development of progress monitoring methods. Student-centered classrooms promote cooperative learning and critical thinking. The extended class period and extended learning opportunities allow for sufficient time not only for explicit instruction, but also modeling, demonstrating and exploring. All ELT opportunities/courses will be embedded into the school day. Additionally, we will support the development of a study center, provide opportunities for Regents preparation, SAT, and Common Core assessments.

The Community School Director will collect outcome, planning, and implementation data for performance management and evaluation, and to provide useful timely feedback to the administration at Holcombe Rucker, TDS field staff, and partner/community organizations. Feedback focuses on the school's progress in preventing students from slipping off the graduation path and in helping students who do slip off-path to recover. TDS collects student-level EWI data (attendance, behavior, and course performance) quarterly in all TDS schools and provides quarterly reports to each school summarizing how many students are currently off-track on each indicator and how these numbers compare to prior years. TDS also generates an end of year report for each school, summarizing its prevention and recovery rates and school goal attainment. The School Leadership Team, Community School Director, and partner organizations will meet weekly to review student level attendance, behavior, and course performance data reports to interpret them and make mid-course corrections as indicated. In addition, TDS will collect a quarterly Transformation Plan from Holcombe Rucker High School to summarize its current status on essential components within the pillars of change, actions initiated to strengthen model components, goals and evidence of impact. Climate Surveys are also collected once a year in the spring from teachers, principals, and students. State achievement and diagnostic testing data are also collected. TDS uses this information to re-direct its program development and support efforts in any areas of challenge the data reveal.

Part 3 – Community School Program Implementation and Oversight

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

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

The school administration and Community School Director will partner in implementing the Community School program. Data collection and analysis informs the CBO and school leadership in prioritizing identified needs. An essential component of the TDS model is data-driven discussion at grade-level team Early Warning Indicator (EWI) meetings, focusing on the ABC's—attendance, behavior, and course performance.

The EWI System relies on monthly and quarterly student data. For each grade, student data profiles for attendance, suspension/discipline, and course performance are constructed and reported on a monthly and quarterly basis to Johns Hopkins University. The data is consolidated and returned to the school to analyze grade-level success and areas of focus. Individual student data is reviewed by an interdisciplinary grade-level team on a weekly basis to create, coordinate, and monitor interventions for students who are exhibiting early warning signs.

Classroom observation data from principals and assistant principals using evidence collection tools such as the Observation Tracker will provide feedback to teachers while informing TDS and school leadership about areas of

professional development and practice to be prioritized. Data will inform decisions made at weekly Leadership Meetings.

Three times per year, a TDS Implementation Review will be conducted with school leadership. The process provides a forum for honest assessment and feedback involving all parties in using those assessments to set new goals and a process for achieving those goals. In the implementation review meeting, the current status of implementation will be examined and recommendations will be made for improvement. Action plans are created based upon the discussions, and these action plans will become the focus for the Community School Director's planning process with the team.

To ensure that teacher teams implement interventions in a timely manner, they will review student data weekly and use interim assessments and progress reports every five weeks to identify the progress of struggling students. This systematic approach to data collection and analysis offers a comprehensive scheme for individual student assessment to occur over time under many conditions.

The TDS Action Plan, which is updated weekly, is the document that provides assurance that TDS and the school are accomplishing, evaluating, and modifying training, support and professional development.

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

Hiring the following support personnel:

CSD to monitor and support implementation

Instructional Facilitators to provide coaching support, implement the coaching cycle and support curriculum development support and feedback to the upper grades 10-12

Direct and coordinate efforts of additional partnership organizations for ELT support.

Talent Development Secondary to secure a partnership with Grand Windham through M.O.U.

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

Hiring the following support personnel:

CSD to monitor and support implementation

Instructional Facilitators to provide coaching support, implement the coaching cycle and support curriculum development support and feedback to the upper grades 10-12

Direct and coordinate efforts of additional partnership organizations for ELT support.

Talent Development Secondary to secure a partnership with Grand Windham through M.O.U.

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

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|--|--|--|
| English Language Arts (ELA) | <p>9th and 10th grade students who enter HLR with a level 1 or 2 in ELA</p> <p>Students who require additional course work and credit in ELA.</p> <p>Students who require additional support for the ELA regents exam</p> | <p>Literacy Institute</p> <p>WITSi Writing strategies</p> <p>PM School during ELT</p> <p>Annotation</p> <p>Saturday School</p> <p>Additional day provided for students to engage in targeted Regents preparation</p> | <p>One-to-one, small group, seminars</p> | <p>During the school day</p> <p>After the school day</p> <p>After the school day on Saturday</p> |
| Mathematics | <p>9th and 10th grade students who enter HLR with a level 1 or 2 in Math</p> <p>Students who require additional course work and credit in Math.</p> <p>Students who require additional support for the Math regents exam</p> | <p>Math Institute</p> <p>PM School during ELT</p> <p>Annotation</p> <p>Saturday School</p> <p>Additional day provided for students to engage in targeted Regents preparation</p> <p>WITSi Writing Strategies</p> | <p>One-to-one, small group, seminars</p> | <p>During the school day</p> <p>After the school day</p> <p>After the school day on Saturday</p> |
| Science | <p>Students who require additional course work and credit in Science.</p> <p>Students who require additional support for the Science regents exam</p> | <p>PM School</p> <p>Saturday School</p> <p>Annotation</p> <p>Saturday School</p> | <p>One-to-one, small group, seminars</p> | <p>After the school day</p> <p>After the school day</p> |

| | | | | |
|---|--|--|-----------------------------------|---|
| | | Additional day provided for students to engage in targeted Regents preparation | | |
| Social Studies | Students who require additional course work and credit in Social Studies. | PM School Saturday School Annotation Saturday School Additional day provided for students to engage in targeted Regents preparation | One-to-one, small group, seminars | After the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | All students are serviced by the Guidance Counselor but at-risk students have more frequent visits. CBO mentoring | Guidance Counselor – academic and social/emotional counseling, grade/cohort seminars to address social emotional issues, college counseling and career readiness. Social Worker-mandated counseling. Social Worker (from Morris Heights Health Center) – Mental health counseling School Psychology – Evaluations for IEP services. | One-to-one, small group, seminars | Guidance counselor services and CBO services are provided during the school day and after school. |

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> · Attend hiring fairs and reach out to specific colleges to seek qualified teacher candidates. · Provide leadership roles to build capacity among the teaching staff including department leaders and grade team leaders. Model teachers conduct professional development and open their classrooms to colleagues for intervisitations. · All 9th grade and 10th grade teachers are being trained in WITsi a research backed writing program that will be turn keyed to colleagues through in house PD and department meetings. · Weekly 55 minute professional development including 1e, 3a, 3b, 3c, and 3d of Danielson as well as PD on SWD's and ELL's. Weekly coaching by HSRI coaches in ELA, Math and Science. |

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> • As part of the High School Renewal (HSRI) Initiative, Math teachers are being trained in Metamorphous throughout the school year. • All 9th grade and 10th grade teachers are being trained in WITsi a research backed writing program that will be turn keyed to colleagues through in house PD and department meetings. • Weekly 55 minute professional development including 1e, 3a, 3b, 3c, and 3d of Danielson as well as PD on SWD's and ELL's. • Weekly coaching by HSRI coaches in ELA, Math and Science. Full day planning days by department built into the 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).

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet everyday in two week cycles during their professional period in grade teams and then curriculum teams. In grade teams, teachers monitor grade level data including Regents, Mock Regents, attendance, Scholarship Reports and behavioral anecdotes to assess students make sure they stay on track for graduation and drive instruction.

In their curriculum teams, teachers use a version of the Consultancy Protocol and a rigor checklist to look at student work and assessments. This data is used to drive instruction and design rigorous tasks.

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

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

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for | 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. |
|--------------|--|---|--|
| | | | |

| | | FY '16 school allocation amounts) | Column A Verify with an (X) | Column B Section Reference(s) |
|---|---------|-----------------------------------|--------------------------------|----------------------------------|
| Title I Part A (Basic) | Federal | 258,053.00 | x | 20, 25, 20, 34. 39 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | \$47,981 | x | 25, 30. 34. 39 |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | x | 34, 39 |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 1,738,102.00 | x | 20, 25, 30, 34, 39, 42 |

¹Explanation/Background:

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

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

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

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

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

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

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

| Part A: School Information | |
|--|--------------------|
| Name of School: <u>Holcombe L. Rucker School</u> | DBN: <u>08X332</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>23</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>1</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>1</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Holcombe L. Rucker HS is composed of twenty-three ESL students. Through parent approval Stand-alone ESL classes are created based on students' NYSESLAT results. Students are then programmed based on their NYSESLAT outcomes, whereby instruction is tailored to meet students' individual needs. Students' classes are in accordance to each mandated ESL instructional time by a licensed ESL teacher.

The Stand-alone classes are classified as Beginner, Intermediate, and Advance. The grade levels are ninth, tenth, eleventh, and twelfth. Disaggregated NYSESLAT data led to the following class composition: The Beginner's group consists of three 9th graders and two tenth graders. The Intermediate group has two ninth graders, five 10th graders, and three 12th graders. Lastly, the Advanced group is made up of five 9th graders, for a grand total of 23 ESL students for the 2014- 2015 School Year.

The schedule and duration of services are as follows: The Beginner group meets double period, Monday through Friday from 8:00 – 8:48 am (1st period) and from 8:50 am- 9:30 am (2nd period). Intermediate classes also meet twice a day, Monday through Friday from 10:30 – 11:18 am (4th period) and from 11:20 am – 12:08 pm (5th period). The Advance group meets one period each day, five days per week Monday through Friday from 12:42 pm- 1:30 pm (7th period).

The Beginner group receives differentiated instruction in both English and Spanish. Students are first given instructions of tasks in English, translated into Spanish and where students must translated again into English. This process is useful in building and enhancing the student's English language input so they would be able to immediately produce verbal and written responses in English. The Intermediate group is given differentiated instruction in English except for one student who sometimes needs to have the instruction explained in his second language. The Advance group receives steady instruction in English from Monday through Friday.

In addition to the Stand-alone, the school has designed a Literacy and Math Institute to target our ELL students. HLR identifies incoming students who have level 1 and 2 scores in Reading and/or Mathematics. These students are scheduled for the Institute classes in addition to the Stand-alone ESL classes. The cusp of the Institute is an online reading and mathematics literacy computer program, I-Ready. The goal is to improve students reading and mathematics literacy so that they can be succesful in their academic classes and test Proficient on the next NYSESLAT examination. First, students take a reading and mathematics diagnostic exam. Their results identify the areas that students are deficient and the program creates targeted instructional goals. Daily lessons are then generated for students to complete online. The Institute teachers share students' targets and progress reports with the ESL teacher for differentiation. As the students' levels increase, the degree of lesson difficulty is generated. This program strategically identifies and assesses students' needs, individualizes instruction and provides a method to measure and track ELL progress

Other types of supplemental classroom materials utilized are as follows:

The New American Streamline (lesson book and workbook) English Instruction through dialogue to express and write in standard English by Bernard Hartley & Peter Viney.

Visions Student Textbook and Student Workbook Level B (Language, Literature and Content Instruction) by Mary Lou McCloskey and Lydia Stack

Visions Student Textbook and Student Workbook Level C (Language, Literature and Content Instruction) by Mary Lou McCloskey and Lydia Stack.

The Language of Literature by McDougal Littell

In addition, some of the other resources used include:

Part B: Direct Instruction Supplemental Program Information

[Visions Teacher Resource Book Level B and C](#)

[Visions Grammar Practice Level B and C](#)

[Visions Assessment Program, Level B and C](#)

[Oxford American Dictionary for Learners of English and Merriam Webster's Dictionary and Thesaurus for every student.](#)

[Visuals](#)

[Manipulatives](#)

[Brainpop for ESL](#)

Part C: Professional Development

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

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

Begin description here: _____ [The skills needed to conduct effective instruction vary based on the students' needs. However, ELLs require strategic awareness of the linguistics processes that are taking place in the brain of the ELL. In the past ELLs used to be classified as Special needs because they were not able to perform up to the standard set for mainstream students. Fortunately, new research and new approaches have demonstrated that ELLs' functionality is hampered by the classification of Special needs, which may delay their cognitive evolution.](#)

[The activities listed below are part of the professional development program that will train the school community to best practices to teach ESL through the content during the 2014-2015 School Year. With a 10% population of ELL students, we here at Holcombe L. Rucker High School, are committed to ensuring that our English Language Learners are receiving the appropriate rigorous instruction that meets their needs. In order to be successful and meet the necessary credit and Regents requirements for graduation, we are focused on monitoring the progress of our ELL population over the course of their high school career. We have implemented DataCation, to track student progress in all classes. Our ELL students are grouped in the system to track their progress in each class and as a whole.](#)

[The school is also currently a part of the Chancellor's High School Improvement Program \(HSIP\). Every week coaches conduct classroom visits and work with individual teachers to improve academic rigor, tasks \(and make tasks more relatable to students' experiences.\) We have developed a Professional Development plan for the 2014-2015 SY based on student data and based on the coach's observations. Assistant Principals provide weekly professional development for all teachers, paraprofessionals and fellow Assistant Principals from 2:20- 4pm. Examples of the PD include:](#)

- [Analysis of student work](#)
- [Creating rigorous, meaningful tasks that exemplify strategic differentiation](#)
- [Effective implementation of Co-Teaching Models](#)
- [Developing clearer Essential Questions and lesson Aims](#)

[Our future weekly professional development will include:](#)

- [NYSESLAT data analysis](#)
- [Teaching ESL through content](#)
- [How to incorporate ESL strategies in Unit and lesson plans](#)
- [The Shelter Instruction Observation Program \(SIOP\) model](#)

- [Additionally, Teachers meet biweekly in grade team meetings where student data and progress is reviewed and alterations are made to meet deficiencies. The ESL teachers also meet weekly on Curriculum Teams and Department teams to ensure all teachers are informed of the specific needs of](#)

Part C: Professional Development

ELL students and work to include the content in ESL classes. In sum teachers will be trained throughout the year in modifications and learning strategies that will help provide entry points into the lesson for ELL students in their classrooms.

Part D: Parental Engagement Activities

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

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

Begin description here: Adolescent ELLs students, as well as some regular/mainstream students, share special social needs. Community support and acceptance rank highest in the hierarchy of needs. These are greater when you move from a place of familiarity and comfort to a new environment.

It is necessary for any successful ELLs instruction program to provide the support in a students' social, emotional and academic development. Our plan for the 2014-2015 school year intends to tackle some of the big issues surfacing in the social-emotional and academic arena.

A. Social Activities:

In March 2015, Holcombe L. Rucker will be celebrating our 3rd Annual ESL Heritage Gala. It was a great event in which ELL's parents had the opportunity to enjoy cultural performances that represented the cultural variety and heritage of the ESL population. There were dance performances (Mambo, Salsa, Meringue, Bachata, Dances from Ghana, etc.). In addition, there was a great variety of traditional dishes offered to all parents present. Parents also enjoyed poetic performances and a cultural fashion show by ESL students.

It was a wonderful night. Our school, in collaboration with the ESL Department and the Parent Coordinator, are committed to organizing this event every year.

B. Academic Orientation.

Starting this school year (2014-2015) our school is going to implement an academic orientation program to target parents of students with a history low academic achievement. We have found that when students come from low achieving homes their expectations are lower and yet the impact on student's performance is great. Programs such as these will offer parents the opportunity to understand the meaning and /goal of education and how important it is for their ELLs.

The structure of the sessions will be as follows:

1. Orientation sessions (discussions)-The Immigrant experience vs. the migrant experience, Education in America, Immigrant identity, Social integration into the American Society, etc. Lastly, during parent teacher conferences, both Assistant Principal Smalls and Ms. Ruiz, the ESL teacher, will meet with parents to inform them of the importance of passing the NYSESLAT.

2. Seminars (presentation by teachers or guest speakers)-Parents and their place in education, adaptating to a new environment, opportunities for ELLs in the US, scholarships for ELLs, etc.

3. Workshops (practical experiences)

4. Visits to colleges and/or universities-The school will organize trips to colleges and universities to give them a glimpse of what it means to be a college student and how their perspectives in life might be able to change just by attending college.

Method of Notification

All parents will be notified by the school using the conventional methods: emails, phone messenger, personal direct calls, mail, and student delivered flyers or notices. All announcements will be made in Spanish and English as well as any other language that is spoken by parents of ELLs. The Parent Coordinator makes sure all mail is translated into the language of comfort for all our ELL's parents.

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | ===== | ===== |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|-------------|---------------------------|---------------|
| District | Borough select one | School Number |
| School Name | | |

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

| | |
|---|---|
| Principal | Assistant Principal |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor |
| Teacher/Subject Area | Parent |
| Teacher/Subject Area | Parent Coordinator |
| Related-Service Provider | Borough Field Support Center Staff Member |
| Superintendent | Other (Name and Title) |

C. Teacher Qualifications

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

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

D. Student Demographics

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

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs*) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| This Section is for Dual Language Programs Only | |
|---|---|
| Number of students (students fluent in both languages): | Number of students who speak three or more languages: |

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
- How do you make sure that a student’s new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

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

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

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

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



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

Chart

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

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

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

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

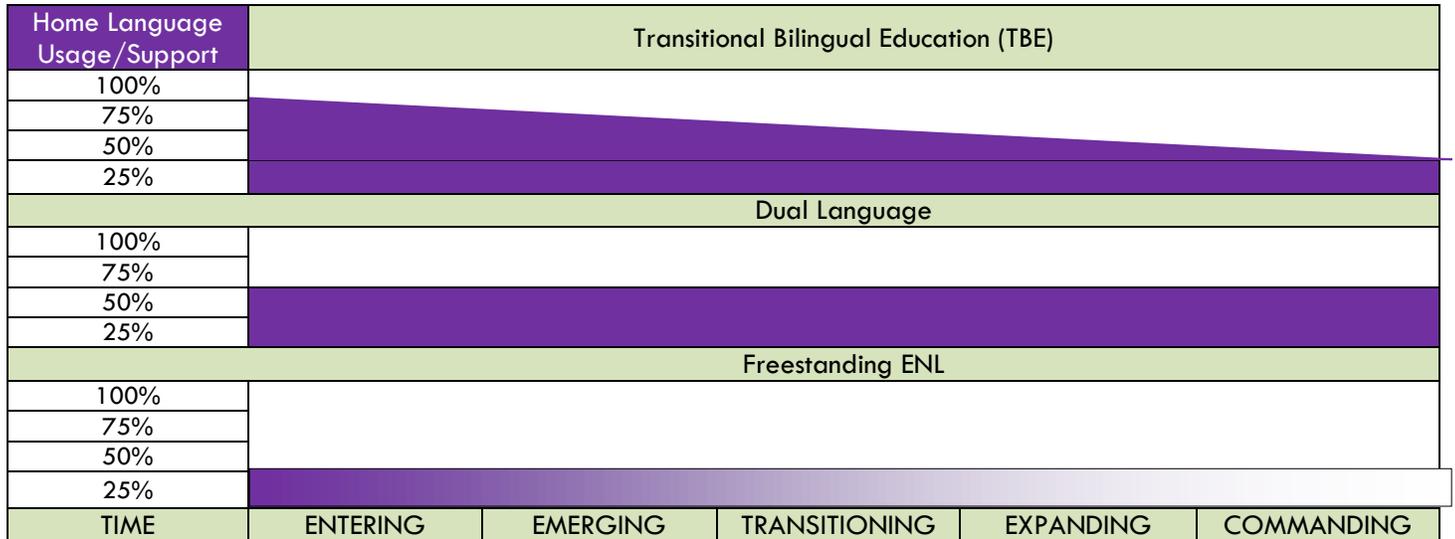


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

D. Additional Information

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

Part VI: LAP Assurances

| School Name: | | School DBN: | |
|---|--|-------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X332 **School Name: Holcombe L. Rucker School H.S.**
Superintendent: Michael Alcott

Before you begin, please check the following:

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

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

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

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

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

The ATS report of preferred languages will be used to inform our interpretation needs. During orientation, Parent Teacher Conference, Mentorship parent outreach calls and quarterly voice messaging parents are asked to fill out or update their child's emergency contact card which has information about parents preferred language of communication. In addition, parents will be asked to complete a survey to collect preferred language, phone numbers, housing status and address information at the beginning of each school year and at school events. All updates are entered into ATS. The LAC will develop a spreadsheet to track all information collected from the parent surveys. The spreadsheet will be used to inform both oral and written communication to parents throughout the school year. Preferred languages for parents of HLR are English, Spanish and Arabic.

***** Additionally the parent coordinator uses translation services for all key documents distributed to parents*****.

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

The ethnic census report dictates our interpretation needs. During orientation, Parent Teacher Conference, Mentorship parent outreach calls and quarterly voice messaging parents are asked to fill out or update their child's emergency contact card which has information about parents preferred language of communication. All updates are entered into ATS.

Part B: Creating a Communications Calendar

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

Critical written school documents, correspondences, parent handbook and flyers are translated by the school's parent Coordinator so that all important documents are sent home. The translated document(s) is then reviewed by one of our native-speaking teachers/staff and finally approved by the Principal. Specific School wide correspondences are printed directly from the Department of Education websites which ensures timely delivery.

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

*****The formal face to face meetings occur on the scheduled D.O.E Parent Teacher Conference dates listed as follows 9/30, 11/19, 11/20, 3/10, 3/11 and 5/10. Our parent coordinator has monthly Parent Association meetings which serve as a formal and informal meeting dates through out the year as well as schedules attendance, teacher and behavioral meetings with parents. We organize school wide events that occur yearly that involve parent participation informally ex. Thanksgiving Luncheon, Culture Nights, Honors Awards Ceremony, Sports Awards Ceremony, School Sporting Events, and school spirit events.

Part C: Providing Language Assistance Services

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

Our procedure is to inquire upon initial parent contact and other various entry points ex. Enrollment, Transfer and Parent Student School Orientation, and other parent events. We administer emergency contact cards, parent surveys and language preference form during those events. In addition, we have several staff members who speak spanish and a staff member who speaks arabic who usually does our oral translation for parents and/or families. For parent teacher night and other events, we order

translation services from an outside vendor in advance to accommodate the language needs in the building. Written translation is usually done in house by school staff in both spanish and arabic.

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

When parents are in need of translation, the parent coordinator with the support of our in house staff who speaks spanish or arabic will translation for parents.

Part D: Training Staff on Policies and Procedures

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

All staff members were informed during a professional development in September that our parent coordinator is the language access coordinator. During this time all staff members were informed to refer to parent coordinator for assistance with all translation services. In addition, all teachers were given a copy of the "I Speak ..." card which includes the phone number for over-the-phone interpretation. The parent coordinator reviewed the "I Speak ..." card with teachers and staff.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

HLR has posted a welcome poster at the main entrance and in the parent coordinator's office. All documents sent to parents are translated and given in both English and Spanish. Additon, we ensure the following:

- Translating documents containing critical information regarding a student's education in each of the covered languages
- Making available translation and interpretation services for parents
- Collecting data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent requires language assistance to communicate with the DOE
- Developing school-based languages access plans
- Increasing parental awareness regarding their right to and the availability of language services

- Maintaining records regarding the provision of language assistance services in order to monitor progress

Part F: Monitoring and Quality Control

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

Parent quarterly forum, where parents voice their concerns to a panel of teachers and administrators. In addition, parents are encouraged to complete parent surveys to offer feedback to the school community. Parent surveys are given out to parents during parent meeting and/or school events. Translators are on hand at these events to support parents in their preferred languages with completing this document to offer feedback to the school. The school also sends translated copies of the documents home based on preferred language and offers incentives to parents for completing the surveys and returning them to the school.