



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

08X405

School Name:

HERBERT H. LEHMAN HIGH SCHOOL.

Principal:

JOHN POWERS

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Section 1: School Information Page

School Information

School Name: Herbert H. Lehman High School School Number (DBN): 08X405
Grades Served: 9-12
School Address: 3000 E. Tremont Avenue, Bronx, New York 10461
Phone Number: (718) 904-4200 Fax: (718) 904-4235
School Contact Person: John Powers Email Address: Jpowers5@schools.nyc.gov
Principal: John Powers
UFT Chapter Leader: Jeffrey Greenberg
Parents' Association President: Lisa Mateo
SLT Chairperson: Sean Murray
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Jason Santiago
Michelle Costa
CBO Representative: East Side House Settlement

District Information

District: 08 Superintendent: Michael Alcott
2 Metrotech, 3rd Floor
Superintendent's Office Address: Brooklyn, New York 11201
Superintendent's Email Address: malcott@schools.nyc.gov
Phone Number: (718) 935-4092 Fax: 718-935-3948

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1 Fordham Plaza
Director's Office Address: Bronx, New York 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-822-7776 Fax: _____

Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

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

The RSCEP will also enable Renewal Schools that were designated as “Out of Time” Priority Schools during the 2014-15 school year to respond to additional state-mandated requirements, including: providing students access to Career and Technical Education (CTE) program offerings at schools in Good Standing beginning in the 2015-16 school year; and, mandatory professional development for school leadership and staff.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is

foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of

impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional SLT exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 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 the school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 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 the 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), Community School, Career and Technical Education Program (CTE), and Professional Development Plan 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	John Powers	*Principal or Designee	
X	Jeffrey Greenberg	*UFT Chapter Leader or Designee	
X	Lisa Mateo	*PA/PTA President or Designated Co-President	
	N/A	DC 37 Representative (staff), if applicable	
	Damaris Stevenson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Stephanie Edwards	Community School Director (staff)	
X	Jason Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Michelle Costa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Scott DeBellis	Assistant Principal	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Susan Pedretti	Teacher	
	Lou Cirillo	Teacher	
		Staff/Parent/Other Contributor	
	Julianne Maguire	Teacher	
	Karen Stewart	Parent	
	Elette Simms Seraphin	Parent	
	Elizabeth Rivera	Parent	
	Yvonne Myton	Parent	

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.

Lehman High School is a large high school located in the Bronx and currently serves approximately 1200 students. The school has been restructured back into academic departments except for one learning communities called, The Anne Hutchinson Academy, an honors engineering program. The school's collective vision to educate the whole child by providing students with a more personalized education experience through a unique structural design and a diverse offering of electives and extracurricular opportunities. The expanded course offerings were designed with teacher and student input to support college and career readiness, including SUNY college-level courses and a wide array of Advanced Placement courses. After-school credit accumulation programs, school trips, internships, clubs and professional career days are organized to further support the college and career focus.

The mission of Lehman High School is to engage all students in challenging activities and academic discourse to support their deep understanding of content and their ability to demonstrate knowledge in speaking, writing and discipline-specific tasks. Our school lives this mission by programmatically designing content area common planning time and supporting teachers with strategies to strengthen pedagogical practice in Danielson Framework components 1e, 3b, 3c, and 3d.

Over the past several years, the school has focused heavily on furthering teacher development and refining its curricula in order to provide a robust and rigorous academic experience to all students during their years at Lehman. This work has been made possible through strategic organizational restructuring efforts that have been ongoing for the last three years, which have resulted in an increase in time devoted to teacher collaboration, the introduction of lead teachers and instructional leads that provide support to all teachers in all content areas, and an increase in extended learning opportunities for students after school and on Saturdays.

Lehman High School is unique because it offers our large faculty the opportunity to collaborate as smaller professional learning communities by content via common planning that is built directly into our daily schedule. This professional learning time is strengthened by content area lead teachers and assistant principals who are experts in their disciplines. As part of the ongoing effort to educate the whole child, our school offers students a full social emotional program with East Side House Settlement (CBO) and peer group connections.

PGC teachers are a part of an "on call" intervention team for conflict resolution. PGC teachers are trained in particular socio-emotional curriculum, and maintain significant partnerships – Partnership With Children, Center for Supportive Schools, the Leadership Program, Montefiore Clinic and SAPIS – in support of students' social emotional health and well-being. The Peer Mentoring Partnership, in particular, provides students with valuable opportunities for 11th and 12th grade student leaders to meet weekly with 9th grade mentees around structured activities and an advisory curriculum. Student leaders have attended workshops, retreats and training sessions. Student mentors and mentees are involved in a school-wide service learning projects. SAPIS involves providing students with strategies and curriculum to change negative behaviors dealing with substance abuse.

Our school's belief about learning is underscored by our mission and instructional focus which involves students being active participants in their learning through engagement in challenging content by means of discussion, student-to-

student collaboration, writing and choice. As active learners, students also develop the mindset of thinking critically, through self-analysis and reflection on process based on established criteria as well as through peer reflection.

We have special populations at our school. 360 students comprise special education, of which 166 are self-contained, 124 are team taught, while 70 have resource room. In addition, we have 150 ELL students, of which 41 are SIFE.

With respect to the elements of the Framework for Great Schools, we made the most improvement in Collaborative Teachers as evidenced by our common planning time by content area and the multitude of opportunities to participate in Professional Development. The key elements that still remain most challenging for us are Rigorous Instruction and Strong Family and Community Ties.

The key areas of focus for this school year around rigorous instruction include prioritizing the CCLS, refining our units of study and ensuring that lessons' objectives, aims, tasks, formative assessments and texts are aligned to CCLS, while taking into account the data and needs of all students and subgroups. In this manner, students will be engaged in rigorous tasks and writing assignments to prepare them for college and career readiness. Moreover, we will continue our school's effort to deepen academic rigor by consistently designing challenging tasks and utilizing effective questioning that elicits higher-order thinking and extends learning for students on all levels.

In regards to Strong Family and Community Ties, we will increase parental engagement and involvement and strengthen the resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations, especially with the help of our new onsite CBO, East Side House Settlement and our parent coordinator, Rosaline Torruella.

Significant partnerships – Partnership With Children, Center for Supportive Schools, the Leadership Program and Montefiore Clinic. These partnerships provide students with valuable opportunities for 11th and 12th grade student leaders to meet weekly with 9th grade mentees around structured activities and an advisory curriculum. Student leaders have attended workshops, retreats and training sessions. Student mentors and mentees are involved in a school-wide service learning project.

Lehman's strengths include our curricular and extra-curricular diversity both during the day and after school. We are building on these strengths by incorporating additional college readiness courses, Regents pathways, CTE pathways and internships into our curriculum, establishing additional partnerships, and maintaining our robust Extended Day Learning opportunities for students in the following manner:

- i. PM school – full 54 hour traditional coursework
- ii. PM school – full 54 hour blended online coursework
- iii. Targeted Intervention Recovery
- iv. Saturday Success Program
- v. Summer School (Traditional, Blended Online, Targeted Intervention Recovery)
- vi. Vast array of Clubs, Internships, Community Service Learning Opportunities
- vii. SAT online coursework for our juniors, R cohort
- viii. PSAL Sports Programs

The biggest challenge the school currently faces is its continued downsizing due to co-location which creates excessive teacher excessing and loss of varied programs.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
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>Part 1b. Needs/Areas for Improvement:</p> <p>3.2 Strengths: Improved structure to foster common planning by content through daily C-6 assignment.</p> <p>C6 Content Meetings – Lead by an assistant principal, Renewal coach and or lead teacher for collaborative unpacking and modification of common CCLS-aligned curricula to be implemented in the classroom. In addition, each department engages in academic inquiry work and targeted PD. This is monitored through evaluative and non-evaluative observations as well "deliverables" like, "minutes," samples of student work and inquiry work and teacher PD reflections.</p> <p>Increased support of teacher practice through outside resources, such as Renewal School coaches, NYCDOE Teacher Development Coach and IDE.</p> <p>Continuous support of building capacity among teachers through the Renewal School Professional Development conferences.</p>		

Increased alignment of curriculum within and across contents through availability of uniform lesson plan and unit map templates

Weaknesses:

Many teachers are not utilizing the instructional shifts for lesson planning, for example lessons lack rigor due to the use of predominantly simple texts and lower-level DOK questions.

Some teachers do not demonstrate proper alignment of learning objectives and tasks with standards.

3.3

Strengths:

Improved Inquiry by making cycles content specific rather than across contents. Teacher teams analyze and discuss student data (baseline assessments, pre-assessments, formative assessments, and post-assessments) relative to their own content, determine gaps in achievement and instruction, and employ and evaluate the impact of instructional change strategies on student learning. Learnings gained from Inquiry Cycle are reflected in continuous modifications of common curriculum taught within a content and grade level.

Implemented content-specific Lesson Study cycles connected to Inquiry work. Teachers collaborate on a common lesson, inter-visit with one another to observe and take low-inference notes on a lesson in practice and then de-brief and discuss the impact of the lesson on student learning using protocols to analyze student work, and make modifications to teacher practice and curriculum reflective of learnings.

Weaknesses:

Limited use of data-driven instruction due to varied C6 assignments leading to inconsistent participation of teachers in the inquiry process.

Some teachers need to be more strategic in determining student groups, designing more differentiated tasks, and writing lessons that address various learning styles and student needs.

3.4

Strengths:

Increased use of technology in classrooms with Smart Boards Extensive after school activities including the Leadership Program's Opening Act, PGC, etc.

Weaknesses:

Limited opportunities for teachers across disciplines to plan interdisciplinary lessons due to scheduling conflicts.

3.5

Strengths:

Improved Inquiry by making cycles content specific rather than across contents. Teacher teams analyze and discuss student data (baseline assessments, pre-assessments, formative assessments, and post-assessments) relative to their own content, determine gaps in achievement and instruction, and employ and evaluate the impact of instructional

change strategies on student learning. Learnings gained from Inquiry Cycle are reflected in continuous modifications of common curriculum taught within a content and grade level

Renewal School Coaches and Content Specific Lead Teachers (includes a Master Teacher, Model Teacher and Peer Collaborative Teacher) are assigned to each of the four core subjects, as well as instructional leads to physical education and ESL to implement a comprehensive system for supporting teacher development in lesson planning and instructional practices. Coaches and Lead Teachers maintain lab classrooms to model best practices, inter-visit to offer teachers feedback on practice, provide one-to-one coaching to help teachers enhance student outcomes through engagement (3C), questioning and discussion (3B), and formative and summative assessment (3D).

Weaknesses:

Inconsistent use of student-to-student discussion to help facilitate student ownership of learning.

Inconsistent use of goal-setting with students.

The priority need, goal and action plan are as follows:

1. Priority need = We have a history of problematic programming issues as well as a school schedule that does not permit for sequenced tracks of classes, AIS, faculty conferences and after school PD.
2. Goal = To implement expert, visionary programming. We need to create sequenced programs of studies in the arts, technology and engineering that are informed by student needs and wants. We also need to restructure the school day to allow for AIS, student programs and classes that are informed by student needs.
3. Action Plan:
 1. Use the New Visions Data Tracker to ensure equitable and comprehensive student programming.
 2. Implementing protocols for guidance counselors to follow to ensure the proper review of transcripts.
 3. Develop a course offering book that aligns with sequenced tracks of study and an operating system like "Naviance" that can help students select courses they are interested in so that it can assist counselors meet the needs of all students.
 4. Training a dedicated programmer with the help of our Borough Support Office.
 5. Campaign to educate all staff members about the importance of proper school time scheduling.
 6. New SBO vote for school time utilization.

Part 2 – Summative Vision for Rigorous Instruction

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

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

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

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?

Continue to align a more deeply, data-driven curricula to the CCLS that utilizes UDL to ensure equal access for all students, especially subgroups, through the differentiation of learning styles, student grouping, and questioning aligned to the DOK. This will be fostered by collaborative teacher work in C6 Content Meetings, Chancellor Professional Development days, and off-site PD (evidenced by common curricular maps, unit maps, inquiry, lesson study and evaluations).

Common Core curricula will surface instructional shifts as evidenced by curriculum maps, unit maps, lesson plans, and pedagogical practice (for example: increased use of complex texts with scaffolding) – fostered through collaborative teacher work in C6 Content Meetings, Chancellor Professional Development days, and off-site PD.

Refine units of study to increase rigor and advance college readiness by consistently designing challenging tasks and utilizing effective questioning for all learners– fostered through collaborative teacher work in C6 Content Meetings, Chancellor Professional Development days, and off-site PD.

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

Relevant, hands-on, interdisciplinary projects will align to CCLS, refine literacy and numeracy skills and challenge students to synthesize, hypothesize, create, and evaluate.

Before and after school support for struggling students (remediation, tutoring, academic intervention) through credit and non-credit bearing courses.

-Advisory programs, such as PGC

Socio-emotional programs including existing ones like PGC and new ones with our CBO, East Side House Settlement, involving advisors monitoring caseloads of students.

Literacy programs to bridge gaps to meet the demands of the instructional shifts (Read 180, Wilson, Achieve 3000, MYOn, E Books).

Multicultural peer-tutoring program.

Student-teacher and student-student mentoring program – each adult will be assigned one student to mentor Extracurricular clubs like Glamour Girls, Chess, Club, School newspaper.

Work/career-based learning opportunities (internships, student council, job shadowing, community service). Our CBO will find off-site internships for students on the enrichment track.

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

Deepen instructional practice in alignment with the Danielson Framework resulting in more student-centered classroom with student-to-student discussion.

CCLS-aligned tasks requiring citing of evidence from more complex texts.

Project-based learning that is hands-on, relevant, engaging, CCLS-aligned, literacy based and student inquiry based.

Student-led discussion in the form of Socratic Seminars and other discussion strategies including, accountable talk stems, paired-reading, collaborative annotation, placemat strategy, four corners, and turn and talks.

Cooperative learning around engaging tasks: jigsaw, gallery walks, collaborative annotation

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

Incorporate Universal Design for Learning (UDL) into lesson plans to differentiate instruction by representation, process, and product for all learners and learning styles– fostered through collaborative teacher work in C6 Content Meetings, Chancellor Professional Development days, and off-site PD

Using technology and multimedia as points of entry and varied means of engagement and assessment by increasing availability of Smart Boards, computers and Internet access in classrooms.

Increase interdisciplinary units including arts and technology to engage all learners) – fostered through collaborative teacher work in C6 Content Meetings, Chancellor Professional Development days, and off-site PD

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

- Increasing staff participation in common-planning.

- Utilize the Danielson framework as a means of strengthening classroom instruction.
 - Lesson study with inter-visitation.
 - Content and grade level inquiry teams.
 - Intensive support process for struggling teachers with lead teachers and assistant principal support and coaching cycles.
 - Inter-visitation based on a problem of practice with protocols.
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?
- A system of formative and summative assessments will be aligned to state exams and CCLS curricula units (can operate as baseline assessments for inquiry cycles)
 - Assessment results will be analyzed by individual teachers and grade level/content teams of teachers through lessons, inquiry, and curriculum design in C6 Content Meetings
 - The results will consistently be used to adjust and inform curriculum design and pedagogy, particularly through collaborative teacher-work looking at student work using protocols
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
- N/A
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
- An increase of 5% of our students are expected to achieve college readiness in English and Math by year two.
9. What graduation rate do you aspire to achieve by year two? (High Schools)
- Our school is aspiring to achieve an increase of 5% in our graduation rate.

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.

During the 2015-2016 school year, teachers will collaborate on designing lesson plans and curriculum that use differentiation and DOK-aligned questioning, as measured by a 2% increase in students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented, in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year (June). NYSAA-eligible students are excluded.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Establishment of weekly professional development plans will be created by the Lead Teacher team within the Office of Curriculum and Instruction which will focus on standards alignment, designing and implementing rigorous lessons and tasks aligned to standards. Additional professional development sessions will occur throughout the school year on Chancellor’s conference days and during regularly scheduled teacher team meetings, and after school.</p>	<p>All teachers involved in content area meetings</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principals Principal Lead Teachers</p>
<p>2. Professional development will be embedded into teachers’ schedules each week via teacher Circular 6 professional period to foster collaboration, strengthen trust between colleagues, and revise units and tasks to align to CCLS. The work of lesson study and inquiry will be strengthened. Increase the number of students participating in common planning.</p>	<p>All teachers involved content area meetings</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principals Principals Lead Teachers</p>
<p>3. School administration will provide classroom visits (evaluative and non-evaluative) provide meaningful feedback to teachers regarding alignment of lessons and tasks to the CCLS, and best practices and strategies promoting student engagement in rigorous tasks. The observation cycle, as tracked by school leaders, will be aligned to the measurable objective. Continue to deepen lesson study and inquiry process.</p>	<p>All teachers involved in Content Area Meetings</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principals Principal Lead Teachers</p>
<p>4. School continue implementing lesson study in alignment with inquiry in all disciplines for purpose of co-developing a CCLS aligned lesson plan, observing it being implemented, and debrief the implementation with school leaders and participating teachers.</p>	<p>All teachers involved in Content Area Meetings</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal Principal Lead Teachers</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.

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

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

Part 6 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>-Socio-emotional development in the 9th grade – PGC.</p> <p>-Weekly attendance meetings which include: Assistance Principal, Attendance Coordinator, Family Worker, School Aide and Guidance Counselors and CBO.</p> <p>-Attendance Monitoring System, phone calls, letters, home visits, K-12 phone alerts.</p> <p>-Evidences (interventions, outreach) are memorialized onto I-log and are also used in our new referral system (I-PAC: Intervention Protocols for Academics and Citizenship).</p> <p>-Use of SKEDULA for communication about students behavioral and academic progress.</p> <p>-Additional parent teacher conferences based on SBO in the fall and in the spring terms.</p> <p>-Opportunities for parental engagement conducted on the weekends to accommodate parents’ schedules.</p> <p>-Parent Coordinator’s phone outreach, evening and weekend workshops.</p>		

- Opportunities for parental engagement conducted on the weekends to accommodate parents' schedules.
- Collaboration between the Office of Climate & Culture (Dean) with the Counselors and AP's.
- SAPIS, Betsy Flores, provided socio emotional workshops in 9 th & 10 th grades cohorts across academies through the English classes, focusing on drug abuse & prevention, healthy relationships, the bully project.
- Beth Donath, Social Worker – collaborative socio -emotional work designed to meet the needs of at-risk students.
- CBO social workers and advisors - collaborative socio-emotional work designed to meet the needs of at-risk students.
- Collaboration between IEP case managers and guidance counselors with regards to socio-emotional development for students with IEP's during annual reviews.
- Collaboration between School's SBST and guidance counselors with regards to socio-emotional development for students with IEP's during triennial evaluations/reevaluations, as well as initial evaluations.
- 21 st CCLC Grant/ Leadership Program – Lunch & Learn Activities, After School Clubs, Internship Program, Cooking Club Off Site at the Owen Dolan Recreational Center.
- Mandated related-services are provided by the student's Guidance Counselor. Individual/ group counseling provided by their own counselors
- Young Woman Empowerment group for at risk young woman due to emotional, behavioral, academic at risk

Plans:

- 11 th Grade advisory – pilot with one section- college & career portfolio assessment, using curriculum already established by other schools within the Lehman Campus (i.e., Renaissance High School – AVID Curriculum)
- CBO-10 th graders-need assistance with socio-emotional needs
- U Cohort will have PGC, additional supports provided as needed
- Honoring student's choice in regards to time schedule and choice of electives, as well as physical education preferences.
- Develop and create appropriate internship settings for on-track "R" cohort students.
- Establish community- service requirements to all students, especially students with behavioral issues. Hours will increase annually.

Priority Needs:

- Poll for students and staff who participated in PGC (for future improvements)
- Bilingual (Spanish) Young Women's' Group
- -Young male empowerment group for at-risk students
- Strong social- emotional support for the 10 th graders

- Need for additional socio emotional supports (CBO's, counselors, etc.)
 - Increase partnerships with organizations within the community (community centers, businesses, hospitals, etc.)
- An increase in support staff for under credited overage Satellite Academy-A team focusing on cohorts T&S
- An increase in culture enrichment activities – to expose students to varying opportunities for learning outside the classroom- experiential learning

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?

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.

During the 2015-2016 school year, as a result of expanded prevention and intervention curricula for social emotional development instituted by both, internal and external stakeholders, there will be a 5% increase in student attendance by June 2016.

How would you want school stakeholders to describe the school? Stakeholders should speak to the quality of support for students' socio-emotional development and their role in the process. Students thrive via the relationships they have established with at least one caring adult in the school community and whereby teachers also feel supported and acknowledged as vital contributors to a safe school.

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What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students? East Side Settlement was selected as the CBO partner for our school and will provide social and emotional support for our 10th grade cohort students via individual/ group counseling, classroom workshops, case conferencing, home visits, and establishing school and home connections with the parents. This CBO will also work in close connection with guidance counselors, teachers, assistant principals and other support staff to receive and provide feedback on student progress.

How is student voice and leadership supported? A new Student Council Executive Board will be elected this June. There will be 5 students in place, President, Vice President, Secretary and Parliamentarian. In the fall of 2015, elections will be held for grade specific representatives to join the Student Council. In addition, students are represented at the SLT monthly meetings. Empowering students to join as members of the Student Council provides a forum for their concerns and suggestions to be expressed for school improvement.

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What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)? We use multiple frameworks based upon needs. PGC – targets our incoming 9th graders, Achievement Mentoring, Team Intervene, Positive Actions, Voices, and Restorative Circles.)

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How should the school be more proactive in promoting improved students social-emotional skills ? How should counseling happen? There is a need to provide more preventative measures for behavioral and socio-emotional development across all grades. There is a need for cohort specific committees that monitor weekly the progress of students in a particular cohort and work in conjunction with the Academy support Staff.

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How will your school team measure social-emotional development? The school team will review attendance data, academic, and behavioral anecdotal via SKEDULA per student and by cohort to assess periodically.

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How would teachers, community partners and school leaders use data to respond to student social and emotional needs? We would use data to identify and/or highlight students in need of social and emotional support. Based on the data (attendance, academics and behavior) students will be identified in need of emotional support. Appropriate interventions will be put into place through an academy-based structure.

Indicate how your attendance and chronic absenteeism rates will improve? In addition to the already established weekly attendance meetings and outreach, we are seeking to recognize and reward students for attendance improvements (certificates, letters being sent home). We will continue to implement school based lunch & learn activities, Leadership Programming in class enrichment programs by cohort, and after school based clubs driven by student interests.

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>1.</p> <p>Our school will continue with the implementation of PGC (Peer Group Connection), an instructional research-based program by Center for Supportive Schools to support the successful transition of incoming freshmen into high school. In PGC, 11th and 12th graders (peer leaders) provide peer mentoring to incoming 9th graders and this results in student-to-student positive interactions, relations, and connection to the school, all of which have contributed to a decrease in behavioral incidents, suspensions, and an increase in scholarship for the incoming 9th grade cohorts for the past three year in comparison to data collected prior to the inception of PGC. The structures by which this program will be facilitated are as follows:</p> <ul style="list-style-type: none"> · PGC team structure—A dedicated and highly trained team of faculty and staff (comprised of teachers, counselors, social workers) is supported by a stakeholders team (Assistant Principal and Coordinator). This collaboration enables the PGC team to successfully implement with fidelity the PGC curriculum provided by Center for Supportive Schools. · Selection of Peer Leaders—The PGC team in collaboration of existing peer leaders are responsible for the selection of all new peer 	<p>All incoming 9th graders</p>	<p>Plan Spring and Summer 2015 for Fall 2015 implementation and cycle will end in Spring 2016</p>	<p>Center for Supportive Schools, Social Emotional Coordinator, Assistant Principal for Student Services</p>

leaders for the following school year. Interviews with applicants and review of student data as well as meetings with parents are critical components of the PGC peer leader selection process. During this process the expectations of the program as well as the positive impact on selected students is discussed in detail and both applicants and their parents have the opportunity to ask any questions and/or share concerns. The students selected for PGC range in academic and personal skills but do share common positive behaviors and a desire to work with others and contribute to their school community as well as a strong determination to graduate and remain on track. Peer leaders selected over the years have always included ELLs, SWDs, STHs, and SIFE students.

- Training of Peer Leaders—Selected peer leaders participate in mandatory student retreats at the end of the summer prior to the start of the school year (intensive 3-day training session) and a second one mid-year (one night overnight retreat for intensive training). Students continue with their leadership training and delve into the PGC curriculum via a daily leadership PGC class which is a year-long credit bearing class (Fall and Spring terms= 2 elective credits).

- Outreach Mentoring Sessions with Freshmen—Weekly outreach sessions will be conducted during PGC leadership class time via a push-in model in all 9 th grade-exclusive PE classes. During this time, peer leaders conduct social emotional activities under the PGC calendar of activities for freshmen. The facilitation of these activities The PGC leadership classes and 9 th grade PE classes are scheduled simultaneously to minimize disruption to students’ academic program and ensure successful outcome of the PGC program. PGC is mandatory for all incoming 9 th graders (SWDs, ELLs, SIFE, STH, overaged) and part of the 9 th grade experience at our school. This expectation is shared with students and parents during articulation meetings and at our freshman orientation at the start of the school year.

- Family Engagement—A “Family Night” component is critical to the success of the

<p>program. Families of both peer leaders and freshmen are invited to partake in social emotional activities facilitated solely by our own peer leaders. This event happens once in the fall and based on demand by parents and students may be replicated once more in the spring term.</p>			
<p>1.</p> <p>Achievement Mentoring Program (AM) by Center for Supportive Schools is a research-based social emotional program that will be introduced to our school in the upcoming 2015-2016 school year to target students in the 10th and 11th grades. (over-aged and under-credited). The Achievement Mentoring Program, commonly known as Behavioral Monitoring & Reinforcement Program (BMRP), is a school-based prevention and intervention program for at-risk students and at our school it will greatly support our work with at-risk young men and women who attend school (not necessarily with perfect attendance) but lack the structure and behaviors to sustain academic and personal success. Achievement Mentoring will enable these students to experience success via structured mentoring provided by caring adults (faculty and staff). The expected outcome of Achievement Mentoring is to see a reduction in negative behaviors, improvement in academics, as well as a reduction in the use of drugs and alcohol.</p> <p>The structure of Achievement Mentoring will be as follows:</p> <ul style="list-style-type: none"> · A Program Coordinator (Assistant Principal) along with a team of faculty and staff will be responsible for the monitoring and mentoring of the selected cohort of students, make weekly sustained connections with their families and teachers, and document all student data in a data tool provided as part of the program. The mentors will work with their designated mentees for two consecutive years. · Selection of students—students selected are chosen from referrals provided by academy staff including counselors, teachers and attendance support staff as well as data from OORS. 	<p>Plan Spring and Summer 2015 for Fall 2015 implementation and cycle will end in Spring 2016</p>	<p>Center for Supportive Schools, Social Emotional Coordinator, Assistant Principal for Student Services</p>	

<p>· Selection of consistent staff--Professionally trained staff (teacher, social worker, counselor, nurse, psychologist, or youth worker) was asked to apply if interested in participating. An informational session provided by Center for Supportive Schools was conducted in the spring term of the 2014/2015 school year for all interested applicants to learn more information and ask questions and/or share concerns. As a result the Achievement Mentoring team at our school will comprise of 10 staff members (teachers, school aides, counselors).</p> <p>· Mentoring sessions—The meetings with students will be conducted weekly, 20-minute individual sessions. Each mentor participates in a weekly, 5-minute interview with each student’s teacher and a weekly, 5-minute check in with the Program Coordinator, as well as a one-hour consultation/coaching session every two weeks with a Center for Supportive Schools consultant. Students selected for this program will receive weekly report cards that offer feedback from a teacher on such items as attendance, classroom behavior, and academic achievements. Mentors will also remain in contact with each student’s parents/guardians in order to provide ongoing positive feedback and encouragement as needed and earned by students’ incremental changes in behavior.</p>			

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<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>
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By February 2016, there will be a 2% increase in overall student attendance.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Upon reflection of these findings and recommendations, we must strengthen analyzing formative and summative data to identify and meet learning gaps and plan varied learning strategies, including the use of complex texts for individuals and flexible groupings for students with various abilities and needs in daily lesson planning. We need to incorporate Common-Core Learning Standards (CCLS) on a consistent basis that leads to multiple entry points for all students, specifically our targeted population.</p> <p>There is a need to increase collaboration amongst special education, general education, and English as Second Language teachers during content common planning meetings.</p> <p>Our school’s strengths in the Framework for Great Schools and DTSDE tenet is the expansion of our teacher teams to include content area collaboration where teachers meet daily to further develop CCLS aligned curricula (curriculum maps, unit plans, and lesson plans) to effectively support students informed by collaborative inquiry studies and lesson studies. Curriculum and unit maps are shared via the use of a web-based file sharing service, Dropbox. The 2014-2015 NYC Quality Review in the Area of Additional Findings evidences this. Our new Enage NY curriculum will be added to Drop-Box and to our upcoming, school-wide Google Drive Account.</p> <p>Content area teacher teams engage in professional collaboration using an inquiry approach that promotes shared leadership and focuses on improved student learning. This professional collaboration was recognized as an Area of Celebration in the 2014-2015 NYC Quality Review. One outcome of this collaboration has been the increased use of formative assessments (exit slips, learning logs, student reflections and medial assessment writing strategy) to gain</p>		

insight into student learning and misconceptions and then adjust instructional decisions at the content team and classroom levels.

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?

Common planning by content-area is built into the school’s program and will be expanded to include all teachers. During this time, teachers will engage in collaborative inquiry, reviewing assessment data from multiple sources including Regents exam results, student work, student performance levels, and common assessments. Teachers will consistently use rubrics to provide feedback to students to improve student outcomes. Instruction will be student-centered with various rigorous activities so students are sufficiently engaged to promote higher levels of cognition and higher-order thinking. They will be engaged in meaningful discussions and provided with opportunities for task/activity choice. Higher achieving students will have the option to enroll in advanced placement and/or SUNY courses. We will continue to use an inquiry-based approach to drive curriculum revisions and monitoring. Teachers will collaboratively modify and create unit maps and daily lesson plans in alignment with State and City mandates and CCLS Standards. Teachers will work individually and in teams to analyze student work (formative and summative assessments). The Community School Program will assist to evaluate and assess the impact of student achievement. They will provide services that help supplement core instruction and offer activities such as homework help.

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.

During the 2015-16 school year, teachers will collaborate in teams to monitor and revise and or unpack and modify their curriculum and instructional practices to meet the needs of all students (special education, general education, and English language learners) , leading to higher levels of student understanding and engagement as measured by an increase in the number of students passing Regents examinations in Common Core Algebra and English Language Arts by 3%.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Teacher Leaders will share their expertise with colleagues to develop a strong school culture through peer support, collaboration, and trust. They will work with colleagues to understand their individual skills/knowledge related to curriculum and instruction.</p> <p>Teachers will participate in professional development opportunities on effective strategies for providing multiple entry points in curricula and classroom practice to meet the needs of all students.</p>	<p>All Teachers Assistant Principals</p>	<p>September 2015 to June 2016</p>	<p>Principal Assistant Principals Teacher Leaders</p>
<p>2. In an effort to strengthen curriculum development and teacher team practices, special education teachers will collaborate with general education teachers during content common planning time to deepen inquiry, lesson studies, and classroom inter-visitations. During these meetings teachers will share strategies and best practices to address the needs of all students, which include gifted and talented students, students with disabilities, English language learners, and any other student subgroups.</p>	<p>All Teachers Assistant Principals</p>	<p>September 2015 to 2016</p>	<p>Principal Assistant Principal</p>
<p>3. To promote teacher-parent collaborations, we will conduct a series of parent engagement workshops during which information regarding curriculum, assessments, Common Core Learning Standards, graduation requirements, academic expectations, and study strategies that parents can use to support their children will be provided. Teacher-parent communication will continue via email, PupilPath, and phone and school conferences.</p>	<p>Parents Guidance Counselors All Teachers Assistant Principals Parent Coordinator</p>	<p>September 2015 to 2016</p>	<p>Principal Assistant Principals Parent Coordinator PA President School Aides Community Organizations</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.

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
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

By February 2016, 5% of students will have passed a mock Regents examination in both CCLS ELA and Integrated Algebra.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>2.2 Needs : School leader needs to ensure that all staff, students, and parents are able to articulate the school's vision to the review team. In addition, the school leader will invite all members of the school community to furnish suggestions addressing different ways in which the aforementioned can be fulfilled. Strengths : Staff stated that lead teachers worked with school leaders to craft the vision and language of the mission, which lead teachers then discussed with classroom teachers during content area meetings and common planning time. Feedback derived from these meetings was used to redefine goals and actions.</p>		
<p>2.3 Needs Course programming and attendance outreach and protocols need strengthening. Strengths : The school leader has prioritized resources to support student needs through programming decisions. An analysis of data and student course needs was used to determine the teachers who would staff the school during the downsizing. By moving the main administrative office, space was created for a teacher center that provides technology and human resources to support teacher planning. Additionally, the school leader created the current academy structure to support student interests, academic strengths, and needs, with the Satellite Academy targeted for the over-age, under-credited</p>		

student population. The school leader will continue addressing and emphasizing the vision, goals, mission, and core values of the school by forwarding weekly addresses, via e-mail, to all members of the school community. In addition, the school leader will invite all members of the school community to furnish suggestions addressing different ways in which the aforementioned can be fulfilled.

2.4

Needs :

Incorporate strengthened protocols to ensure the norming process amongst the large numbers of Assistant Principals

Strengths :

A Frequent, Accurate, Specific, and Timely (FAST) feedback model is being used this school year, in which school leaders provide immediate feedback to teachers. The formal observation reports reviewed by the review team provided some examples of clear feedback to teachers with some specific suggestions for improving teaching and learning strategies; feedback was generally focused on student grouping, higher-order questions, and complex tasks.

2.5

Needs :

Data analysis relating to academic performance in all subjects, student course needs, credit accumulation, attendance, feedback from guidance personnel and parents, and other pertinent data pertaining to the student must be strengthened to address the needs of the whole child.

As evidenced by the DSDTE findings and our Learning Environment Survey, the priority need(s) that will be addressed in the goal and action plan for this section include:

-Share the vision for improving student achievement and supporting the social and emotional developmental health needs of students, and communicate specific roles and responsibilities that support this vision.

-•Provide opportunities for everyone’s voice to be heard.

-School leader should summarize the results of meetings with all constituents to inform staff meetings, with the process repeated at the end of the 2014-15 academic year to support planning for the 2015-16 school year.

-Develop a timeline and an action plan of next steps agreed upon by the school leader and staff members to use data to develop SMART goals defining how the school will meet the academic and social and emotional developmental health needs of all students.

-Track school progress toward reaching the goals through an acute analysis of data from assessments, classroom observations, scrutiny of lesson planning and student work, and ongoing meetings with groups of students, parents, and staff.

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?

a. The school leader will articulate a shared vision and mission to the entire school community by receiving input and participation in its process of development from all constituents. Establishing shared specific roles and responsibilities that support this vision with our core values. e established and branded and core values

All constituents will have avenue for their voice to be heard

Creation of student programs which encourage their voice and connection to core values

Communication through varying venues: Weekly newsletter, content teams, website,

Continue to connect the shared vision to all activities that occur in the school

b. Strength of CBO partnership will be built upon transparency and a needs assessment gathered from the constituents of the school community. Working closely with the CBO's established on-site Community School Director, will facilitate consistent communication, ongoing student progress, data sharing, address the needs of the whole child and engage and connect families to increase parental involvement.

c. Review and reflect upon formative and summative data, track progress, develop timelines and an action plan of next steps to develop SMART goals defining how the school will meet the academic and social and emotional development. Utilize the New Visions Data Tracker designed to help maximize graduation opportunities for our students by cohorts. All staff, Principal and Assistant principals, families and students would be involved in this tracking.

d. In addition to conducting frequent cycles of evaluative observations with targeted and consistent feedback that is aligned to the Danielson framework to support improved teacher practice, the principal and administration has been increasing non-evaluative (formative) visits to all classrooms and providing immediate written feedback and professional conversations. This practice is intended to help strengthen trust between school leaders and teachers, as school leaders utilize conversations around the non-evaluative feedback to support teacher development.

- The Principal has instituted an Intensive Support Process (ISP) for struggling teachers which involves cyclical support as outlined below:

- o AP collaborates with the teacher around lesson planning aligned to Danielson

- o Immediate formative (non-evaluative) visit to class

- o Immediate feedback and discussion around delivery

- o Visitation by teacher to Lead Teacher's classroom, prioritizing areas of need and follow up feedback discussion utilizing the NYCDOE Inter-visitation Protocol for Peer Practice

- o Lead Teacher visitation to teacher's class with immediate feedback and discussion

- o Repeat cycle

- Principal and Assistant Principals meet with teachers after each marking period to goal-set with relation to goals, Advance data and scholarship data and to determine individualized professional development opportunities and next steps for improved pedagogy and student outcomes .

e. Assembly of programming committees for students and teachers. Teachers are involved in the curriculum design and developing criteria for coursework and varying pathways based on subgroups and performance levels in math and ELA; counselors make a needs assessment and involve students in discussion around their coursework to provide greater choice; elective courses will be streamlined, and multiple opportunities within an extended learning time for additional coursework via online methods will be established. The teacher program will allow for teachers to meet by content and academy to write curriculum, review data of subgroups and develop common assessments.

f. Clearly defining expectations and responsibilities for all constituents around the mission, vision and core values, determining benchmarks and assessing and monitoring systems for effectiveness. Continued implementation of the social emotional programs that have been successful. Positive reinforcement mechanisms will also be utilized to compliment the social emotional learning to foster improvement in student attendance and behavior. Academy structures already established will enhance the partnership with the Community School Director to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth. The School Leadership Team is another vehicle for transparent collaboration and exchange of information.

g. A shared form of leadership would be utilized to delegate to assistant principals and the community school director emphasizing the philosophy for leadership to be distributed among multiple individuals who have the tools and skills to contribute to the success of the organization. In this manner, there will be an interaction of influence, an awareness of the policies and procedures necessary for the achievement of the groups and school as a whole.

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.

During the 2015-16 school year, ELA and Math teachers will engage in collaborative and targeted Professional Development programs aligned to their individual strengths and needs leading to improved teaching strategies and pedagogy as measured by a 3% increase in the number of students who gain 4+ credits in ELA and Math.

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>Restructure the common planning time by increasing the time and number of teachers involved in common planning in which all ELA and Math teachers (inclusive of Special Education and ESL teachers) can collaborate by their respective content around research based pedagogical strategies dealing with literacy in alignment with the Common Core. This plan will be fulfilled by exercising the following measures: inter-visitations, cycles of inquiry and tracking student progress toward reaching goals through an analysis of data from assessment, classroom observations, lesson planning and student work.</p>	<p>ELA and Math teachers (inclusive of Special Education and ESL teachers)</p>	<p>September 2015-to June 2016</p>	<p>Lead Teachers Assistant Principal</p>
<p>In addition to conducting frequent cycles of evaluative observation with targeted and consistent feedback that is aligned to Danielson framework to support improved teacher practice, the principal and administration will continue formative/non-evaluative visits to classrooms</p>	<p>ELA and Math teachers (inclusive of Special Education and ESL teachers)</p>	<p>September 2015-to June 2016</p>	<p>Lead Teachers Assistant Principal</p>

coupled with evaluative observations. Teacher feedback will be frequent, accurate, specific and timely.			
Development of grade-level core academic values in ELA and Mathematics which will serve as a foundation for each cohort to achieve higher levels of academic rigor.	ELA and Math teachers (inclusive of Special Education and ESL teachers)	September 2015-to June 2016	Lead Teachers Assistant Principal
Engage parents in monthly workshops that feature various topics, including expectations and resources of the Common Core, academic policy, training to build parents' capacity to assist their children at home in the demands of rigorous instruction.	Parent Coordinator SLT Title I Committee CBO Director/Staff	September 2015-to June 2016	Parent Coordinator CBO Director Assistant Principal

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
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		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 3% of students will have earned 2 + credits in math and ELA.
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
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.	I
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>By June 2016, family and community ties will be strengthened within the school community as measured by a 5% increase in student attendance.</p>		

Part 2 – Summative Vision for Strong Family and Community Ties

<p>In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> 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? How does the school provide support to families so that they understand and can take an active role in what their child is learning? 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? How do families partner with the school and CBO to support student success? Will there be dedicated space for families? What adult education offerings can your school community provide to families? How would families be able to access and understand student data and progress?

We will create a welcoming environment by meeting and greeting families at the entrance. Also, post a directory in multiple languages in the lobby. Include more teachers in the many events that take place during the school year to meet with the families. We will engage the community and families by having community fairs and posting a directory of all local community businesses. Parents may hold cultural events for teachers in order to learn more about the families' way of life. Families partner with the school and CBO to support student success by providing informational sessions for parents. There is a parent center which is dedicated to families. We would continue classes in ELL for parents, and we will start a T.A.S.C. class for parents to be able to complete their high school equivalency. We will continue to use Pupil Path, and we will create workshops dedicated to understanding your child's data and progress.

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.

In the 2015–16 school year, the school will increase the participation in and impact from parental engagement opportunities, resulting in an increase in the number of parents that feel welcomed and engaged in the school community so they can better support their children's academic and socio-emotional needs, keeping them on track to graduate as measured by a 5% increase in graduation rate.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Communication</u></p> <ul style="list-style-type: none"> • Timely Notices (Language-Friendly) • Calendars • Packages of information (Language-Friendly) • Posters 	<p>Parents and Guardians</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator Principal Assistant Principal CBO School Staff</p>

<ul style="list-style-type: none"> • Surveys • Teachers Syllabus explaining expectations (Language-Friendly) • Pupil Path • CBO Information or Supplied Services 			
<p>Events</p> <ul style="list-style-type: none"> • Award Ceremonies/Shows/Workshops • Parent/Teacher Nights • CBO Information or Supplied Services • Peer Counseling Groups 	Parents and Guardians	September 2015 – June 2016	Parent Coordinator Principal Assistant Principal CBO School Staff Teachers Guidance Counselor’s
<p>Create Welcoming Environment</p> <ul style="list-style-type: none"> • School Safety Reform (attitude) • Posters • CBO Information and Services • Revamp Front • Parents should be welcomed and respected in every aspect • Parent Volunteer Program 	Parents and Guardians	September 2015 – June 2016	Parent Coordinator Principal Assistant Principal CBO School Staff School Safety
<p><u>Engaging Parents in Monthly Workshops</u></p> <ul style="list-style-type: none"> • <u>Expectations and Resources</u> • <u>Common Core</u> • <u>Academic Policy</u> 	Parents and Guardians	September 2015 – June 2016	Parent Coordinator Principal Assistant Principal CBO School Staff Teachers and Guidance Counselors

Part 5 – Budget and Resource Alignment

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

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

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

Part 6 – Progress Monitoring

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

By February 2016, student attendance will have increased by 2%.

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

Section 6: Expanded Learning Time (ELT) Program Description

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

Part 1 – ELT Program Goal(s)

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

- | |
|---|
| <ol style="list-style-type: none"> 1. Increase Credit Accumulation of off-track students by 10% during the 2015-2016 school year. 2. Increase opportunities for additional academic intervention support (credit bearing classes, regents preparation and course specific tutoring) and fostering of academic and social-emotional growth in students through academic enrichment opportunities (internships, SAT prep, college writing workshops, academics, arts, and music) to increase attendance and credit accumulation by 5% from the 2014-15 school year. |
|---|

Part 2 – ELT Program Type

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

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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<p>Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?</p> <ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?
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- The school will meet the State Expanded Learning Time requirement by offering pathways of academic intervention services to our academically at-risk student and academic enrichment opportunities to all students. The academic intervention component includes: full credit accumulation, targeted credit recovery, regents preparation, and course-specific tutoring all supported by teachers and guidance counselors and enhanced by a variety of academic enrichment coursework including internships, creative and performing arts, SAT prep , college writing workshops, academic and recreational clubs providing a safe place for students to cultivate their learning experiences and creativity. Academy Directors and Guidance Counselors are meticulously reviewing student transcripts to determine individual and school wide needs. Weekly, monthly, and marking period data are analyzed in terms of scholarship, Regents passing and credits earned. Designated school administrators will oversee the varying components of the program in concert with our Community School Director each afternoon/evening and meet with students and monitor program parameters and activities of the after-school enrichment opportunities. Students are provided with snacks and transportation passes. Attendance will be taken in each class and enrichment activity and parental outreach and attendance are monitored daily. Guidance Counselors will be actively supporting the social-emotional well-being of each student, along with our partner organization. Each credit accumulation class is instructed by a licensed discipline-specific teacher. Each academic enrichment (non-credit bearing) is instructed by either our teachers on staff or staff through our Community Partners who are DOE fingerprinted.

- The school will integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging by:
 - } Partnering with the Community-Based Organizations at the school in order to provide a variety of after school enrichment activities and incorporate advisory curriculum during the day which addresses leadership, team building, conflict management and social responsibility.
 - } Varying online coursework through our iLearn Program actively engages the unique learning needs and interests of all types of students, in a more non-traditional setting, with the discipline-specific teacher offering substantive interaction for students who are self-paced.
 - } Our after school clubs include a variety of music and art. In fact, our art club is dedicated to the beautification of our school community.
 - } Programs will be developed around culminating project-based activities, CCLS shifts, particular literacy skills and the school’s instructional focus.

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-The integration between the school-based staff and the CBO will be seamless as the CBO will work with school to determine the needs for target student population and will work to support school-based staff to provide strong academic and enrichment programs, during the Renewal Hour and beyond.

- Joint Professional Development with school faculty and community based staff will be held once per month. On the third Tuesday of each month, the Principal, Assistant Principal and Community School Director will lead a joint Professional Development with ELT Teachers and CBO staff. 21st Century Leadership, who develop student mentors, will both provide PD and participate in each monthly session.

-Planned meetings are as follows:

September – Family Engagement Night planning meetings – 3 sessions – CBO, teachers and staff plan out ELT to identify student need, set expectations and present offerings for presentation at September 30, Family Engagement Night.

November – Instructional Strategies to Support Struggling Students

December – Instructional Moves aligned with the common core that foster student engagement

January – Assessment - Using data to target instruction in ELT

February – TBA

March – TBA

April – TBA

May – TBA

June TBA

Initial outreach to parents will be the announcement of the community school implementation and a series of public informational sessions outlining the approach to create parent and community buy-in. Parents will be incentivized to participate in the needs and assets surveys to gain their critical input. Identified parent leaders will also be solicited to join the CST as representation of parent voice. As part of the school’s Community Plan, the CSD will work with the Parent Coordinator, Principal, and other school designees to create, strengthen and implement family structures within the school, including regular parent workshops tailored to parent need, volunteer opportunities, and formal connection to community resources. In addition to this, all families will also have access to ESH’s Social Services Department which offers an array of supportive services including individual and family counseling, entitlement screening, and referral services as well as school-based adult education opportunities such as work training programs, high school equivalency courses, and English language classes. School-based communication methods include personal phone calls by parent coordinator and Academy staff, our website, k-12 phone system, student TV, backpack, public announcement system.

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 key personal responsible for implementing and overseeing the Community School program will be the members of the Community School Team including, the principal, Community School Director, Parent Coordinator, representative from each key partner, parents, teachers, guidance counselors, support staff and students. CBO will work with school to determine the needs for target student population and will work to support school-based staff to provide strong academic and enrichment programs, during the Renewal Hour and beyond.

3. Throughout the 2015-2016 school year, the SLT, CST and CSD will do multiple evaluations of the ELT program in order to assess overall impact on student achievement. The CST will work together to evaluate and assess the impact on student achievement by consistently analyzing data together in regards to attendance and credit accumulation.

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

September 2015 to June 2016.

Part 5 – ELT Budget and Resource Alignment

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

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program. <i>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.</i>											
	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, there will be a 2% increase in students accumulating 5 or more credits.
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.

During the 2015-2016 year, in partnership with the school, we will be implementing the primary person model for targeted school population of students averaging 45-75% attendance to increase the overall school attendance by 5%

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 targeted school population of students are those with an average of 45-75% attendance school-wide.

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.

1. The Community School Director (CSD) will be required to collaborate with school leadership to identify school needs, convene a team of invested partners based on those needs, and create and facilitate implementation of the annual Community School Program. Initially the CSD will meet with the SLT to determine the outcome of our needs and asset assessment. Using this data the CSD will work closely with the SLT to develop the Community School Program. The CSD will expand pre-existing, effective partnerships and resources within the school and will drive the development of new relationships between the school, outside organizations, and ESH with the common vision of rallying the community around student achievement. As part of this work, the CSD will be responsible for establishing a governing structure that will usher regular communication and planning across partners, evaluation of progress towards Community School Program (CSP) goals, and coordination of services with the school. Ultimately, this structure will be the Community School Team (CST), which will be made up of the Principal, Parent Coordinator, and representation from each key partner, parents, students, and the CSD. The CST will meet monthly to review data, gain feedback, and monitor implementation of the CS Plan.

Wherever possible, the CSD will work to bring external resources on the school campus to make connection to those services and follow up seamless. The CSD will also collaborate with leaders from the other schools on campus to facilitate coordination of all community partners within the building, minimize duplication of services, and leverage available community resources. Lastly, essential to this work will be the CSD's ability to promote the community schools approach within the building so that all campus staff (teachers, Parent Coordinator, Guidance Counselors, etc.) are aware of the availability of supportive services and how to connect students with those resources.

2. The Primary Person Model builds strong relationships between students and adults and ensures that at least one adult is advocating for, supporting, and engaging with each student in our target population. Building these relationships helps the Primary Person and other staff members identify students who might need counseling, tutoring, or social services and ensures that students can readily access and utilize these resources. It's the role of the Primary Person to find the strengths of each student and encourage him or her to pursue what their individual interests. By use of the Primary Person Model, to help us determine the needs of individual students, which will in turn enable us to take a more personalized approach to our ELT programming, as we implement the structure into our school. Collaboration with our CBO partnership, we will align the supports and budget to help meet ELT needs. During the "Renewal Hour," which every student must receive, the CBO will provide services that help supplement core instruction and offer activities such as homework help, college essay writing or non-credit bearing internships /work-based learning opportunities.

3. Initial outreach to parents will be the announcement of the community school implementation and a series of public informational sessions outlining the approach to create parent and community buy-in. Parents will be incentivized to participate in the needs and assets surveys to gain their critical input. Identified parent leaders will also be solicited to join the CST as representation of parent voice. As part of the school's Community Plan, the CSD will work with the Parent Coordinator, Principal, and other school designees to create, strengthen and implement family structures within the school, including regular parent workshops tailored to parent need, volunteer opportunities, and formal connection to community resources. In addition to this, all families will also have access to ESH's Social Services Department which offers an array of supportive services including individual and family counseling, entitlement screening, and referral services as well as school-based adult education opportunities such as work training programs, high school equivalency courses, and English language classes.

To deepen the school's community connection for parents and families, the CSD, with support from the CST, will coordinate quarterly Community School Forums. These forums will be used to provide the community with information about reforms taking place at the school, advertise availability of resources for parents, students, and community members, and alert representatives of CBOs and community residents how they can become involved with, and benefit from, participation in the school. These town - hall style community school forums will be an important venue for ongoing communication among the partners and community members, providing opportunity for immediate feedback, ideas, and connection to additional resources.

To assess the increase of parent engagement strategies, the CSD will work with the Parent Coordinator (PC) to pull from the needs assessment data about current levels of parent engagement. Then, the PC and CST will be responsible for collecting data on impact of establishment of new parent engagement strategies and structures, in line with DOE-defined metrics. This may include number, attendance at PTA meetings and parent events, and access and utilization of community resources. The PC will also use bi-annual parent surveys to assess levels of and satisfaction with parent engagement at the school. Our CBO, East Side House, believes parents are their child's first and most important teacher and their involvement is essential to student success. Parents are seen as priority partners in the community schools approach and will be involved at all levels of the Community School Program (CS Plan) implementation.

The school will make every attempt to pair school events (student performances, celebrations, etc.) with Parent Association meetings. A calendar of events will be provide early during the year, ensuring that events do not overlap and parents/guardians have more time to plan. The school will strengthen its communication tools; create a more welcoming environment by creating print-rich offices with important information translated into multiple languages. This will help parents navigate the school at a greater ease, thus making their experiences more positive.

4. The CSD will be required to collaborate with school leadership to identify school needs, convene a team of invested partners based on those needs, and create and facilitate implementation of the annual Community School Program. The Community School Team (CST) will meet monthly to review data, gain feedback, and monitor implementation of the CS Program. Attendance will be one of indicators that will be use to monitor student progress. The principal will meet on a weekly basis with the CST to analyze trends in data. The CSD will work with the Principal to ensure that the CST is engrained within the school culture and that CST meetings are made a priority for all members. Beyond the CST meetings, the CSD and the Principal will meet on a bi-weekly basis to discuss day to day implementation and progress of the CS Program, troubleshoot arising issues, and create agenda for monthly CST meetings. It is expected that the CSD and the Principal will be in regular, daily contact around school functioning and operations.

Part 3 – Community School Program Implementation and Oversight

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

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

1. The key personal responsible for implementing and overseeing the Community School program will be the members of the aforementioned CST including, the principal, Community School Director, Parent Coordinator, representative from each key partner, parents, teachers, guidance counselors, support staff and students.
2. CBO will work with school to determine the needs for target student population and will work to support school-based staff to provide strong academic and enrichment programs, during the Renewal Hour and beyond.
3. Throughout the 2015-2016 school year, the SLT, CST and CSD will do multiple evaluations of the ELT program in order to assess overall impact on student achievement. The CST will work together to evaluate and assess the impact on student achievement by consistently analyzing data together in regards to attendance and credit accumulation.

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

Necessary human resources include our CBO staff, including the CSD and Student Advisors. Our SLT and other school-based support staff will also be heavily involved in the implementation of our Community School Program.

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

See below

Renewal School Timeline -Community School Program abd Lehman				
Item	Year One			
	June	July	August	Sept-Jan
Building Renewal School Partnership with CBO				
Engage SLT in selection of CBO partner	X			
Engage SLT in hiring of Community School Director	X			
Memorandum to parents about becoming Renewal School			X	
CSD engage in bi-weekly meetings with Principals on Students Progress				X
CSD attend monthly SLT,PTA & Weekly Attendance Meetings				X
Memorandum about CBO (ESH) as CBO partner			X	
Post Community School banners and posters		X	X	
Promote Community school Program approach in the building	x	X	X	X
Presenting flyers to families at parent events		x	X	
Meet individually with parent leaders, and link them to leadership opportunities		x	X	X

Plan for Community School Forum and Fair		x	X	X	
CSD hires addition supportive staff	x	X	X		
CSD will facilitate collaboration between all community partners with in school building		x	X		
CBO helps with students intake and outreach to any students who have not made contact with the school			X	X	
CSD/CBO help collect students information (blue card, lunch forms, etc)			X	X	
Parent /Family Engagement					
Parent Coordinator and CSD meet regularly to map out parent needs, offer services	x	X	X	X	
Regular convening of CSD and CBOs in-house to ensure coordination		x	X	X	
CSD convenes regularly with community partners, links to students to services		X	X	X	
Parent coordinator uses aggregate data from action plans to determine the themes and content of future parent workshops				X	
Needs & Asset Assessment: AIR					
American Institute Reasrach Survey and Co-interpretation	x				
Meet with SLT and CBO ato discuss assessment results	x	X			
Analyze data with CSD/CBO	x	X	X		
CSD will use Needs Assessment Data to provide servuces		x	X	X	
Extended Learning Time					
Use need assessment to determine appropriate ELT programming	x	X	X		
Work with school staff and CSD to develop "Renewal Hour" programming	x	X	X		
Primary person identifies personalized ELT needs for individual students				X	
CSD works with school-based staff to develop enrichment programs for ELT	x	X	X	X	
CSD works to connect school with community resources that offer desired service for students including work-based learning opportunities		X	X	X	
Direct Services - Implementation					
Identify target list of students to be served	x				
Identify interventions to apply to target list of students	x	X	X		
Primary Person (CBO advisors) are assigned student cohorts			X	X	
Develop and implement a three-tireed primary person system			X	X	
Monitor impact of intervention, using Data Platform/student sorter report				X	
Change intervention, depending upon effectiveness of intervention				X	
Take attendance for students enrolled in afterschool and supplemental programming		x	x	x	
CSD/CBO staff will work with Target Population Students on a weekly basis to discuss their needs.		x	x	x	

CSD/CBO staff will provide intervention Target Population Students families can benefit from.			x	x	x
Mental Health Supports					
Complete Mental Health Assesment		X			
Meet with Mental Health manager/CBO partner to determine services based on assesments		X	X	X	
Flag students in ATS who are receiving mental health programming		X	X		
CSD will meet with Guidance Counselor,School Psychologist to assist in Mental Health Awareness and Physical Health Awareness			X	X	X
CSD, CBO advisors, Guidance Counselor, School Psychologist particpate indiviual meetings with students			X	X	X
Idenitfy qualified mental health providers and partners			X	X	X
CSD and SLT develop stradegies for successful partnerships between school, CBO and Mental Health Partner			X	X	X
Monitor impact of mental health interventions				X	X
Change interventions, depending upon effectiveness of intervention					x

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)	Off track for graduation Under-credited in the Cohort Lowest 3 rd student Students with special needs Regents preparation	<ul style="list-style-type: none"> • Blended On-line Coursework (iLearn) • Teacher generated projects • Achieve 3000 Tutoring	One-to-One, small group, tutoring, clubs, PM, TIR	One-to-One, small group, tutoring, clubs, PM, TIR
Mathematics	Off track for graduation Under-credited in the Cohort Lowest 3 rd student Students with special needs Regents preparation	<ul style="list-style-type: none"> • Blended On-line Coursework (iLearn) • Teacher generated projects • Achieve 3000 Tutoring	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday
Science	Off track for graduation Under-credited in the Cohort Lowest 3 rd student Students with special needs Regents preparation	<ul style="list-style-type: none"> • Blended On-line Coursework (iLearn) • Teacher generated projects • Achieve 3000 Tutoring	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday
Social Studies	<ul style="list-style-type: none"> • Off track for graduation • Under-credited in the Cohort • Lowest 3rd student • Students with special needs • Regents preparation 	<ul style="list-style-type: none"> • Blended On-line Coursework (iLearn) • Teacher generated projects • Achieve 3000 Tutoring	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Off track for graduation Under-credited in the Cohort Lowest 3rd student Students with special needs Regents preparation Repeated disciplinary infractions</p>	<ul style="list-style-type: none"> • Lehman HS Intervention Team – guidance counselors, social workers, teachers during C6 professional period • The Leadership Program • Princeton Center for Learning <p>Office of School and Youth Development</p>	<p>One-to-One and small group utilizing the following strategies:</p> <ul style="list-style-type: none"> • Peer Mediation • Conflict Resolution <p>Peer Mentoring</p>	<p>Every day during Circular 6, after school and on Saturday</p>
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Section 9: Career and Technical Education (CTE) Programs
(NYSED Requirement for "Out of Time" Priority High Schools)

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

Career and Technical Education (CTE) Programming: As part of a whole-school reform strategy that will be implemented for both schools, we will offer students at Herbert H. Lehman High School access to State Education Department approved CTE programs District 79's Co-Op Tech Program at either the main site in Manhattan or Banana Kelly High School. High-quality Career and Technical Education (CTE) can provide students with academic preparation linked to workplace skills, such as communication, ethics and teamwork, along with technical skills matched to specific occupational areas. Integrating academic training with the skills required in the workplace can effectively prepare and transition today's students into tomorrow's successful employees.

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

Directions: In this section, provide a description of the mandatory professional development that will be provided to school leadership and staff beginning in September 2015.

Professional Development Activities for teachers:

The following activities support the development of pedagogical skills and content knowledge, collegiality, and self-reflection:

- Summer Professional Development for Lead Teachers and Assistant Principals
- Chancellor’s Professional Development Days
- Daily Content Specific Professional Learning Meetings
 - Curriculum development and revision
 - Common planning
 - Inquiry work
- Outside Professional Development Opportunities as selected by teachers
- Continued teacher reflection from our common planning and observations

The following calendar outlines the school-wide PD/PL plan for the 2015-2016 school year.

PROFESSIONAL DEVELOPMENT WEEKLY CALENDAR

Period	Monday	Tuesday	Wednesday	Thursday	Friday
2 rd	Math Curriculum Development and Common Planning	Math Curriculum Development and Common Planning	Math Curriculum Development and Common Planning	Math Inquiry	Math Curriculum Development and Common Planning
3 rd	ELA Curriculum Development and Common Planning	ELA Curriculum Development and Common Planning	ELA Curriculum Development and Common Planning	ELA Inquiry	ELA Curriculum Development and Common Planning
4 th	Social Studies Curriculum Development and Common Planning	Social Studies Curriculum Development and Common Planning	Social Studies Curriculum Development and Common Planning	Social Studies Inquiry	Social Studies Curriculum Development and Common Planning
5 th and 6 th	Science Curriculum Development and Common Planning	Science Curriculum Development and Common Planning	Science Curriculum Development and Common Planning	Science Inquiry	Science Curriculum Development and Common Planning

Professional Learning Plan

Teacher Group	Goals	Focus	When
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New Teachers	Gain awareness and introduction to Advance and an introduction to their responsibilities as teachers at Lehman High School	<ul style="list-style-type: none"> • Receive feedback from mentor teachers and administration on instructional practice and planning • Learn how to interpret June regents item-analysis data to inform instructional practice • Daily curriculum and lesson plan development and infusion of learned teaching practices 	Mentees meet with their mentors weekly.
Lead Teachers	Build lead teacher capacity and understanding of the NYCDOE Instructional Expectations for 2014-2015	<ul style="list-style-type: none"> • Knowledge of Students • Instructional Focus • Collaborative Professional Learning. 	Late July – Early August, 2015
	Understanding of Quality Review Expectations	<ul style="list-style-type: none"> • Understanding recommendations from NYSED and NYCDOE School Quality Reviews 	
	Understanding of the role of Lead Teachers	<ul style="list-style-type: none"> • Classroom coaching • Lesson Study • Curriculum design and adaptation • Leading professional development 	
	Develop capacity as school leaders	<ul style="list-style-type: none"> • Participate in Teacher Leadership Program and Interdevelopmental Coaching and embed new learning into departmental plans • Meet with Network Lead Specialists • Attend relevant outside Professional Development Opportunities 	

Assistant Principals	Shared understanding of school goals and academic and instructional expectations	<ul style="list-style-type: none"> • Understanding Recommendations from NYSED and NYCDOE School Quality Reviews • Leading Curriculum Work in Content Areas and in Academies • Analyzing Advance Data and Providing High Quality Feedback to Teachers 	August 31 – September 4, 2015
All Faculty	Engage in structured professional collaborations in teams	<ul style="list-style-type: none"> • Reviewing and revising curricula using a school-designed UDL template, lesson plan template and elements of lesson planning • Incorporating feedback from NYSED and NYCDOE Quality Reviews to increase rigor and opportunities for student discussion and writing 	September and Going Forward
All Faculty	Engage in observation process and receive targeted feedback from administrators	<ul style="list-style-type: none"> • Ongoing teacher development cycle through evaluative and non-evaluative classrooms observations and visits • Providing actionable, differentiated feedback to teachers in a timely fashion 	September and Going Forward
All Faculty	Refine and adjustment curriculum, units, lesson plans, and assessments	<ul style="list-style-type: none"> • Use observation feedback and teacher team discussions and inquiry findings to make necessary to curricular documents 	October – November, 2015
All Faculty	Engage in inquiry work and integrate findings into instruction and planning	<ul style="list-style-type: none"> • Through inquiry work around student data and student work products, identify student needs and implement curricular and instructional 	Weekly in content areas teams

		strategies in each of the four content areas	
All Faculty	Engaging students with rigorous tasks and activities	<ul style="list-style-type: none"> • Work in content teams and participate in teacher-led workshops on increasing engagement and improving the level of rigor 	November 4 th , 2015
All Faculty	Aligning assessment to instruction	<ul style="list-style-type: none"> • Utilizing checks for understanding during a lesson and summative assessment practices in the classroom utilizing Danielson component 3d • Review curriculum maps, units and lesson plans for rigorous assessment activities utilizing Webb’s DOK levels by content areas 	November – December, 2015
All Faculty	Understanding how to develop Essential Questions that capture high-level thinking & developing questions that promote student-to-student discussions	<ul style="list-style-type: none"> • Intervisitations for all teachers using Danielson’s Framework component 3b as a lens • Sharing peer-captured evidence from classroom visits to develop feedback and next steps in curricular and lesson planning 	January – February, 2016
All Faculty	Engaging students with rigorous text selections and activities requiring citing evidence from text	<ul style="list-style-type: none"> • Strategies to engage students in classroom discussion that require citing evidence from text • Guided practice for students in text citation and written argument development 	March – April, 2016
All Faculty	Refine and adjust curriculum, units, lesson plans, and assessments	<ul style="list-style-type: none"> • Using Advance data, feedback from curriculum reviews, and data from intervisitations and inquiry, implement changes in curriculum documents 	May – June, 2016

Section 11: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Utilize the resources of the CFN • Provide ongoing Professional Development onsite and offsite
Place licensed teachers in classrooms

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Maintain and increase the number of Lead Teachers.</p> <ul style="list-style-type: none"> • Programming decisions include a multitude of common planning time during the day and after school : <ul style="list-style-type: none"> o Circular 6 common meeting times have been scheduled each day via Content areas. o Lead teachers are working collaboratively updating curriculum maps with greater emphasis on sub-groups, ELLs and Special Education and multiple entry points. o Inquiry teams meet during the day to align pedagogical strategies to the CCLS, led by facilitators. o Inquiry team facilitators meet after school to hone in on next steps and reflect on findings. • Along with AP, Lead teachers are planning Professional Development for during the day and after school as evidenced by our monthly PD calendar/plan. • Along with AP, teachers are inter-visiting for the purpose of making connections between the Danielson rubric and CCLS. • The Network and External Professional Developers and Coaches provide opportunities for staff to engage in pedagogical growth and discipline-specific curricular tasks aligned to expectations. • Staff is invited to outside Professional Development opportunities through the Network and other sources.

Staff is providing workshops to parents on CCLS.

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.

Lead teachers work closely with administration and other teachers across content areas during their Circular 6 assignments designing common assessments.

- A Measure of Student Learning (MOSL) committee was established and designed to perform precisely this function of selecting and using multiple assessments.
- A Professional Development Committee, comprised of teachers, was formed and engage in formulating professional development workshops, including using formative assessment in instruction.

Professional Development is offered by the Network and outside Developers on the use of assessment in curriculum units and lesson plans .

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its

Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	957,088.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,580.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,441,713.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 12: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Herbert H. Lehman High School

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. **Herbert H. Lehman High School**, 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. **Herbert H. Lehman High School** will support parents and families of Title I students by:

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

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

Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

School-Parent Compact (SPC)

Herbert H. Lehman High School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and 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: Herbert H. Lehman High School	DBN: 08X405
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
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: 1
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: Our total population of students is 1,583, of which 165 are English Language Learners (as identified by the ELL Identification Process). Of that number, approximately 54 students have either failed or have been absent for the New York State Regents Exam in English Language Arts and 130 students have either failed or been absent for one or more Mathematics Regents exam (Integrated Algebra and/or CCLS Algebra, Geometry, or Trigonometry). The majority of our ELLs are Latino (80%), inclusive of former ELLs. These students appear in all cohorts (T, S, R, Q) indicative of their year of entrance into high school in NYS as determined by the NYCDOE however, some of these students may appear in different grade levels (9-12), as some are under-credited or lacking certain promotion criteria. Out of 53 eligible ELLs who sat for the ELA Regents last year, only 9.61% passed the exam with a 65 or above and in Mathematics only 31.4% of students passed any Math Regents exam with a 65 or above. In order to address the specific academic concerns of our ELLs we are providing structures to increase their credit accumulation and graduation rate.

The proposed Title III LEP Program will be called PM Direct Instruction and will support Lehman High School's ELLs in need of credit accumulation and content area support for ELA. The PM Direct Instruction program will also include a separate section exclusively for former ELLs (tested Proficient in 2013 and 2014) who are also in need of ELA Regents preparation which will take place in the Spring term to support their preparation and ensure their success on the ELA Regents. Students in the PM Direct Instruction program will receive in-depth preparation to succeed on the ELA Regents. The knowledge and skills acquired during the PM School Direct Instruction program for ELLs, will promote their academic growth and will afford students the opportunity to gain credits and fulfill the requirements toward graduation. Moreover, the skills and knowledge obtained will carry over into the regular school day, thereby enhancing each participant's success.

A specific number of ELLs has been identified and strategically chosen to participate in the PM School Direct Instruction program (100 students considered to be academically at-risk based on number of credits and promotion criteria by cohort and of which 50 are former ELLs). The teachers who will provide instruction in the PM School Achieve program for the ELA course are certified ESL teachers. The proposed PM Direct Instruction program will consist of two separate sections of 25 students each and will meet one day after-school for 30 weeks for a total of 2.25 hours per day (4.50 hrs. per week for both sections). The ELA Regents Preparation section for former ELLs will consist of one section of 50 students and will meet one day after school for 10 weeks for a total of 2 hours per day. Bilingual glossaries, spanish version of textbooks (at no cost to Title III), Newsela and Achieve 3000 software support and peer-to-peer tutoring/translation services will also be provided. Students will receive snacks after school as part of our after-school programs at no extra cost via use of Title III funds.

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

Part C: Professional Development

Begin description here: Student achievement gaps amongst our ELLs in comparison to the mainstream population provide us data that support the dire need for targeted professional development for teachers and the revamping of existing curricula in ESL.

Ongoing professional development led by the ESL Coordinator and the ELA Lead Teacher and the Assistant Principal will cover planning unit maps aligned to ELA CCLS (unpacking the curriculum) and ESL standards and developing curricula across all levels of ESL (Beginner, Intermediate, Advanced) that is rigorous and promotes student language acquisition. The decision to focus on curriculum is a direct result of our ELL student data (ELA AYP and Regents passing rate).

ESL Teachers meet daily during period 3 during their Circular 6 assignment (at no cost to Title III). ESL Teachers will be provided time before or after school to develop curriculum as needed with the support of the ESL Instructional Lead Teacher to enhance and maximize their work during the day.

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: Our College Application Workshop Series is an added opportunity for our school to increase parental engagement and participation of the parents of our ELLs. These parent engagement workshops will take place on Saturdays (6 Saturdays in total) to support ELL parents and students with the college application process. A bilingual guidance counselor experienced in the college application process will meet with parents and students via scheduled individual and group sessions to guide them step by step with applying to college, applying for financial aid, scholarships, resume writing and to resolve any inquiries or concerns. These series of Saturday events are designed to encourage students to apply to college and increase their post-secondary options. This also supports the daily work by the College Office team and guidance counselors with regards to this process and serves as an extension of these services in an effort to increase ELL parental engagement at our school.

Part E: Budget

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

Allocation Amount: \$24424

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 	16,704	Two teachers licensed in ESL to provide direct instruction for ELLs and former ELLs during our after-school program: 2 teachers X 4.5 hrs. X 30 weeks X \$50.50= \$13,635 (per session rate includes fringe benefits)

Part E: Budget

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

Allocation Amount: \$24424

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>One teacher licensed in ESL to provide direct instruction in the Spring term for ELA preparation for former ELLs (Regents preparation exclusively):</p> <p>1 teacher X 2.5 hrs. X 10 weeks X \$50.50= \$1262 (per session rate includes fringe benefits)</p> <p>College Application Series for parents and students in senior year of high school:</p> <p>1 guidance counselor X 4 hrs. X 6 Saturdays X \$54.29= \$1302 (per session rate includes fringe benefits).</p> <p>Curriculum writing support: 1 teacher X 10 hrs. X \$50.50= \$505 (total cost includes fringe benefits)</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	0
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	470.00	<p>3 Vietnamese Bilingual dictionaries X \$19.75 each= \$59.25</p> <p>1 box of 300 award certificates X \$200= \$200</p> <p>Bilingual dictionaries and textbooks for Beginner level ELLs= \$3,136</p>
<p>Educational Software (Object Code 199)</p>	7,250	70 Achieve 3000 licenses for Advanced Level ESL classes X \$75.00= \$5250

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$24424

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		100 Newsela licenses for Intermediate and Beginner Level ESL classes X \$18.00= \$1,800
Travel	=====	=====
Other	=====	=====
TOTAL	24,424	24,424

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%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input 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:
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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.

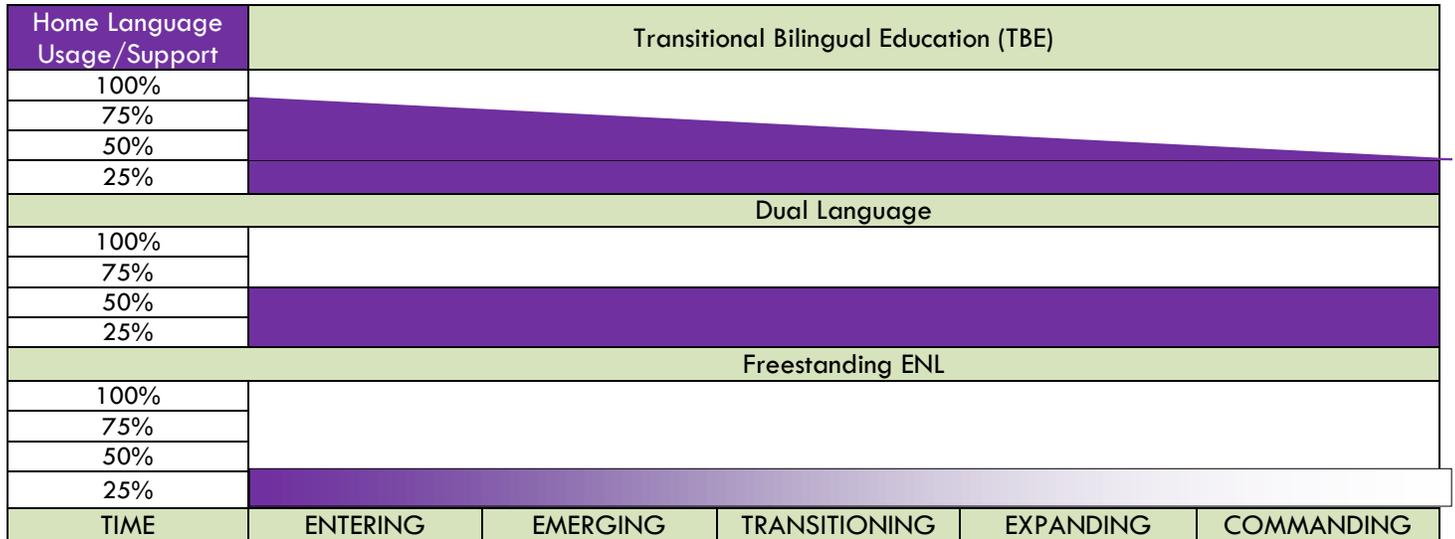


*Note “other approved services” does not apply to New York City at this time.

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: **08X405** School Name: **Herbert H. Lehman HS**
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 information from the ATS RHSP (Individual Student Profile) provides us with the data about the primary language spoken by each parent as well as the preferred language of communication with the Department. We also utilize emergency "blue" cards and Home Language Identification Survey to collect pertinent home language information. The Pupil Personnel Department, Guidance Department, and our ESL Compliance Specialist coordinate the gathering and dissemination of this information vital for keeping parents informed and involved.

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.

Spanish, Bengali, Arabic, Urdu, Albanian, French, Chinese

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.)

Calendars, parent-teacher conferences, announcements, after-school and ELT program information, NYS testing dates, status of the school letters from leadership, ELL Parent Orientation and Meetings etc.

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.

Parent Teacher Conferences - Nov. 19 and 20, 2015 and March 10 and 11, 2016. ELL Parent Orientation and Meetings. Family Night September 30, 2015. CBO East Side Settlement House does daily outreach as well as Guidance Counselors. Attendance Teachers do home visits and Family Assistants make daily outreach attendance calls. Open Houses are twice a year. Our doors are open to parents everyday on a walk in basis. Parent Association, Title 1 have Parent Engagement Workshops.

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.

To meet the needs of the parents identified above, the DOE has provided us with translated documents in a number of languages. We utilize documents in languages other than English from the Office of English Language Learners website and the Parent Orientation video available in several languages. We will also utilize the services of the Translation Unit. We will make every effort to ensure that students take notices home to parents as well as have the Parent Coordinator contact parents through mailings.

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.

We have created a pool of in-house volunteers (among other parents, bilingual teachers, and school staff) to perform written translation and oral interpretation at group and one-to-one meetings with parents. In case we can't have a translator on-site, we will then use the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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

It is imperative to let teachers know where to get help with translation and interpretation services if the need arises because we deal with a very diverse population. As a result, a PD would be scheduled during one of our 3rd period common planning times to exclusively expose them to translation and interpretation services available within the school and from the Interpretation and Translation Unit of the DOE. Teachers would receive a copy of "I Speak..." card which includes the phone number for over-the-phone interpretations during the meeting. Teachers would again be notified about how to utilize translation and over-the-phone interpretation services through pamphlets or brochure and via email.

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

The Parent Coordinator employs the DOE Translation Unit to ensure timely translation of school documents. In accordance with A-E of Section VII of Chancellors Regulation A-663, The Parents Bill of Rights, interpretation notice signs are displayed in the building.

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)

Parents would be surveyed at the end of each encounter to gather feedback from them on the quality and availability of services.