



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):	07X547
School Name:	NEW EXPLORERS HIGH SCHOOL
Principal:	JACOB HOBSON

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: New Explorers High School School Number (DBN): 07X547
Grades Served: 9-12
School Address: 730 Concourse Village West
Phone Number: 718-292-4150 Fax: 718-292-5887
School Contact Person: Jake Hobson Email Address: 718-292-5887
Principal: Jake Hobson
UFT Chapter Leader: Jeffrey Vargon
Parents' Association President: Sheretta Hinton
SLT Chairperson: Claudia Barros-Paula
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sheretta Hinton
Student Representative(s): Tayari Hinton
Samuel Fleming
Diana Beato
CBO Representative: _____

District Information

District: 07 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx NY 10458, room 842A
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz

1230 Zerega Avenue, Bronx NY 10462/One Fordham Plaza, Bronx, NY
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Director's Office Address:

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Section 2: Executive Summary and Organizing Principles

The Objective

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

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

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

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

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

The arc of the School Renewal Program strategy:

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

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

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

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

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 3: School Leadership Team (SLT) Signature Page

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

On the chart below:

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

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yes	Jacob Hobson	*Principal or Designee	
Yes	Jeffrey Vargon	*UFT Chapter Leader or Designee	
Yes	Sharetta Hinton	*PA/PTA President or Designated Co-President	
Yes	Kaseyrose Cruz	DC 37 Representative (staff), if applicable	
Yes	Loretta Fleming	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Richard Negron	Community School Director (staff)	
Yes	Samuel Fleming	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Yes	Tayari Hinton	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yes	Claudia Barros-Paula	Staff	
Yes	Victoria Thomas	Parent	
Yes	Diana Beato	CBO	
Yes	Eleve Zelenak	Staff	
Yes	Vivian Garcia	Parent	
Yes	Beatrice Garcia	Parent	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

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

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

Nestled in the Mott Haven Educational Complex in the South Bronx and surrounded by The Yankee Stadium, the Bronx (Housing or Supreme and Surrogate) Court House and Hostos Community College New Explorers High School (NEHS) is a small Title I school of 450 students who are from different parts of the Bronx. Our population consists largely of minority students 98% of whom are identified as either Black or Hispanic. A full 87% of our students are eligible for free or reduced lunch and 25% percent have an IEP. This means that one out of every four children enrolled at our school has been identified as having special needs. Finally, 12% of our students are English Language Learners, the majority of whom are native Spanish speakers.

At NEHS, we strive to create a welcoming environment for families and to take full advantage of community resources to enrich the civic life of the school. We hold students to high-expectations so they realize their academic potential, cultivate a stronger sense of community, and nurture their unexplored creative side. We have developed a learning environment rich with creative projects and hands-on learning style activities. We offer individual attention, guidance, college advisement, and tutorial assistance in all key content areas. We support students at all ability levels, throughout their time at NEHS. We promote a respect-for-all belief policy that unites community, parents and staff. We offer workshops for students and parents/guardians, as well as guidance, assistance and referrals to various community agencies that serve our, student and family needs.

In 2010, NEHS developed its arts program from the ground up, offering students the opportunity to take visual arts, drama, dance and music. This year, for the first time, eight students took the New York State Dance Regents Assessment and received an Arts Certificate. Creating a path for the arts has been a key element of our educational agenda, and we consider this to be a huge accomplishment given budget limitations. We have clarified our mission and vision, and we now propose to enhance the arts perspective within it, making creative thinking, in concert with a rigorous Common Core and Career Readiness curricula, the centerpiece of students' academic growth and achievement.

Collaboration, distributive leadership and shared-decision making are the foundations for our school improvement. With that in mind, in 2014 teachers, parents, students, and other members of our school community worked collaboratively to write the new school mission and vision statements. Now, our school mission is to offer a relevant, challenging, individualized educational experience that develops confident, independent thinkers who collaborate and persist in meeting new challenges, during their college enrollment, career, and life. Our vision is to cultivate culture and diversity by exposing students to a learning lens that illuminates and integrates visual and performing arts with rigorous instruction, building a pathway to success in college and the world beyond.

In addition to a clearly defined school mission and vision, NEHS has also identified its instructional focus for the 2015-16 school year. An instructional focus is a school-determined priority that integrates multiple strategies into a cohesive approach to strengthen student achievement. Our instructional focus Teachers will make strategic data-informed decisions by using checks for understanding to provide scaffolds, creating intentional groupings, and giving specific feedback that is aligned to checklists and rubrics. By using these strategies, students will access rigorous content, learn how to reflect on their learning to make revisions to their work products and be aware of their progress. In this way, students will develop the skills necessary for college and career readiness.

The main outcome of our mission and vision is for the four-year graduation rate to reach the benchmark set by the School Renewal program of 62.5% percent at the end of 2016-17 school year, an 8.6% increase from this year . We strive to eventually reach the aspirational rate of 80%. Our mission is to imbue all students, including SWDS's and ELL's, with a connection to creative innovative arts expression, to create an environment where the entire school community sees arts learning as an expressive intellectual outlet and as a means of succeeding in all classes, and to foster academic success by creating a culture in which arts thinking becomes the center of the educational experience across the curriculum.

With the goal of setting a positive tone for the school, school leaders and teachers work collaboratively to build a coherent instructional focus and social-emotional supports to improve academic achievement. A core group of teachers are members of the Principal's Leadership Circle. This leadership team meets weekly to review data to make instructional and structural decisions. In turn, teacher leaders share these decisions with other members of the departments they oversee.

A successful classroom requires a strong, rigorous curriculum that is aligned to the Common Core and meets student needs. The 2014-15 school year, the English Language Arts department adopted the Springboard Curriculum. Next year, the mathematics department will implement the Big Ideas curriculum. These rigorous curricula will give students the tools they need to be successful in college and careers. Additionally, teachers are supported in their professional development by having the opportunity to attend off-site and in-house workshops, participate in collaborative inquiry and common planning teams, conduct inter-visitations, and use protocols to give each other feedback and recommendations for improvement.

Through our partnership with Teaching Matters, Sports and Arts in School Foundation (SASF), and with the NYCDOE Office of Arts and Special Projects, we will enhance our curriculum, develop teacher pedagogy, cultivate new partnerships with arts organizations to create internship opportunities, and have a dedicated college advisor to assist our students in embarking on a college and career readiness path. One aspect of our design and core strategy is to have students select an arts major upon entering school in ninth grade, following a four-year sequence that is rigorous and aligned to the Blueprint for the Arts standards. Programming students for an arts course each semester gives them a foundation from which to build a full body of knowledge in an individually selected course of study. For example, in dance, our most established arts program, students are expected to take the dance Regents in their senior year.

During the 2014-15 school year, we developed a partnership with Sports and Arts in School Foundation. During its first year at New Explorers, SASF focused on providing students with access to college and career planning, college visits, college fairs. In addition SASF facilitated workshops for parents and students and built a college-going culture. As New Explorers becomes a community high school, our partnership with SASF will deepen to provide college and career planning for students and parents by hosting college fairs, career presentations, college trips, and a roadmap for college enrollment and admittance.

In addition to our regular school day, New Explorers students will have an additional hour of learning time every day, beginning in the 2015-16 school year. This extra hour per day of supplemental instruction and enrichment experiences will target students' individual needs and will focus on strengthening their literacy and mathematical skills. Additionally, through the enrichment programs provided by our Community Based Organization, Sports and Arts in School Foundation, students will participate in clubs, arts and crafts, and sports. Research by many organizations, including the New York City Department of Education (NYCDOE), has shown that students who are involved in the arts have higher rates of academic success as measured by passing classes, higher graduation rates, higher attendance, and lower incident rates when compared to students who are not involved in arts education.

As we strengthen the NEHS arts program, an additional long-term core strategy is for English Language Arts teachers in grades nine to twelve to infuse "Arts Thinking" into their curriculum by developing one performance task that requires students to demonstrate their creativity and individuality. We will seek out professional learning opportunities to train staff to infuse the arts into their curriculum through rigorous academic tasks that incorporate creative writing, the visual arts, and the performing arts.

We expect to achieve a great deal in the 2015-16 calendar year:

- We will have a robust, Common Core-aligned curriculum in all academic subjects. We have already adopted the College Board curriculum in English Language arts for grades 9-12. We will implement the Big Ideas curriculum for Integrated Algebra, Geometry, and Algebra 2. Moreover, through our partnership with Teaching Matters, we will further align the curricula in Social Studies and Science to the Common Core literacy standards, ensuring students engage with rigorous content and tasks.
- We will continue our partnership with Monroe College to enroll students in business and psychology classes. These classes will be taught by a Monroe College professor and take place at New Explorers HS.
- We will continue our partnership with Mercy College to assist us in establishing our parent center to increase family engagement.
- We will continue to offer SAT prep classes from Kaplan to ninth, tenth, eleventh and twelfth grade students.
- We will have increased college and career readiness by giving students a well-rounded, rigorous common core-aligned academic foundation in their coursework. A dedicated college advisor will ensure that students remain on track for graduation, exploring viable college and career options while in high school. It is also our goal for teachers to infuse the arts, where appropriate, into one unit of study within the curriculum in grades 9-12, by designing a capstone project that requires students to utilize their arts skills. Teachers will be supported by a Teaching Matters consultant in creating such assessment.
- Teachers will have opportunities to develop, grow and learn from their peers and other experts so they can provide students with high-quality instruction. Teachers will participate in professional learning activities to learn how to use assessment data to improve student achievement, make curriculum adjustments, and differentiate instruction. Teachers will engage in inquiry-based, structured professional collaborations to strengthen their pedagogy, incorporate the instructional shifts into daily lessons, and provide multiple entry points for students to access rigorous content to increase student achievement for all learners.
- We will create a welcoming environment for families, where all members of the staff welcome, value and incorporate families and the larger community into the school and classrooms to build strong partnerships. This will allow for building a positive school culture that supports students' academic and personal growth. Our Community Based Organization will provide professional learning opportunities for teachers and families, maintain ongoing reciprocal communication with families, provide attendance supports and coordinate social/emotional development and advisement to support students' academic and personal behaviors to prepare them for college and careers.

1. School strengths, accomplishments, and challenges. Among the evaluative visits conducted during the 2013-14 and 2014-15 school years, common themes arose:

Strengths of our school have been identified as follows:

- The school has effective structures, such as our Advisory program in grades nine to twelve and our Guardian Angel Program in which members of our staff were matched with at risk student to monitor their attendance. These structures helped create a safe and nurturing environment for all students in order to improve their academic and personal achievement.
- Teachers have established benchmarks for mastery of content standards for each content area across grades.
- Teacher teams have made key decisions to ensure instructional coherence across the school.

- Teachers ensure that they use common rubrics and assessments across the school.
- Students state that all of their teachers use rubrics to help them understand the quality of written work and projects during collaborative learning activities.
- There are multiple opportunities for teacher leadership in the leadership circle, content teams and inquiry work.
- The Principal uses resources effectively to support instructional programs; hiring practices and teacher assignments are implemented, with special focus on the arts program to support learning that leads to college readiness.
- School leaders support the development of teachers with actionable feedback and next steps using the Danielson Framework in order to improve pedagogical skills across the school.
- The Principal has organized teacher teams around two focus areas: instruction and systems for improvement.
- The school has structured the guidance department to provide direct services to students and their families aligned to the college and career readiness goals.
- Families state that they are informed frequently about their children’s progress and can access information through Skedula, the school’s online progress monitoring system.

Needs of our school have been identified as follows:

- Strengthen teachers’ pedagogical skills and practices in order to provide students with more rigorous tasks and varied entry points into curricula. Teachers must improve their adjustments in units and lesson plans to meet the needs of English Language Learners and students with disabilities.
- Teachers’ ability to facilitate group work, questioning and discussion strategies do not always extend student thinking nor promote participation across classrooms. Thus, some lessons do not yield opportunities for students to demonstrate thinking skills or to engage in challenging academic tasks.
- Increase checks for understanding during instruction across classrooms.
- Develop a coherent plan for teachers to meet in vertical and horizontal teams to review data to make informed instructional decisions to increase student achievement.

2. The DTSDE Tenet(s) and the key areas of focus for this school year. Areas in which the school needs to make growth:

Areas of focus for this school year:

- Develop a data-driven culture based on continuous analysis of assessments and students’ learning needs, which leads to strategic action-planning that informs instructional adjustments in increased outcomes for all learners.
- Cultivate the development of overarching systems and partnerships that support and sustain social and emotional development.
- Provide coherent, Common Core Learning Standards (CCLS)-aligned instruction that leads to multiple points of access for all students to achieve targeted goals.

- Establish a fully functional system to conduct targeted and frequent observations, track progress of teacher practices based on student data, provide feedback and professional development opportunities, and hold administrators and staff accountable for continuous improvement.
- Engage in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.
- Create a plan for accelerated credit accumulation for students who are over-aged and under-credited.
- Develop an attendance improvement plan for at-risk students with guidance interventions, home visits, communication with families, and celebrations for students who meet attendance targets and show small increments of improvement.

3. School Challenges:

- The school continues to receive students in 11th and 12th grades who are over-aged and under-credited, which affects our cohort and impacts graduation rate results.
- The school continues to receive students with special needs with District 75 classification, who only qualify for Career Development and Occupational Studies (CDOS) certificates. CDOS recipients do not count toward the school's overall graduation rate results. This year, we have sixteen students who will be receiving a CDOS certificate at the end of the year.
- Despite many efforts, parental involvement continues to be extremely low.
- Despite many efforts, attendance continues to be low.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths and Needs</p> <p>3.2 As stated in the Quality Review 2014, NEHS leaders and teachers have engaged in curriculum development and unit planning since 2012 using the UdB frame work. Across all content areas, units and lesson plans reflect content standards in line with the expectations of the CCLS. In 2014, NEHS adopted the Springboard curriculum in ELA in grades 9-12. However, according to the DTSDE of 2014, teachers were provided with common planning in department and grade level, but discussion with teachers and school leaders demonstrated there was no clear purpose for these meetings to address data-driven instruction aligned to the Springboard curricula.</p> <p>3.3 According to the DTSDE of 2014, teachers use a unified lesson plan template. Additionally, as stated in the Quality Review 2014, across subjects and classrooms teachers create assessments and rubrics that are aligned to the school’s curriculum. However, the DTSDE of 2014 also stated that teachers need training utilizing data and in Assessment Driven Instruction to differentiate for ELLs and SWD. Although teachers regularly use exit slips, it is not always clear of their purpose or how this information is used to inform instruction.</p> <p>3.4 Teachers meet weekly for common planning with their departments to create CCLS aligned units and lesson plans. However, according to the DTSDE of 2014, the school has no formal plan in place to develop interdisciplinary units. This</p>		

year, for the first time, NEHS was able to offer the dance regents to 8 students. However, there were no opportunities for teachers to work collaboratively in preparing students for that assessment. Students do not have multiple opportunities to engage in thoughtful cross-curricula learning.

3.5 As stated in the Quality Review 2014, teachers participated in inquiry teams to review data from formative and summative assessments. However, according to the DTSDE of 2014, teachers do not use this information to adapt curricula to meet student needs.

Priority Need:

There needs to be a comprehensive system for using formative and summative assessment data for strategic curricula planning.

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. The Common Core aligned curricula, Springboard will be implemented in English Language Arts and Engage NY will be used for Math in grades 9-12. Teachers will receive specific professional development on differentiation techniques in order to support the implementation of the curriculum for all students. Math teachers will receive support from a Teaching Matters consultant in Adapting Engage NY to meet the needs of our students. Big Ideas will be used a supplemental curriculum for the AIS math classes and Collections will be used a supplemental curriculum for the ELA classes in grades 9 and 10.

2. To maximize the opportunity for credit accumulation, the school has become a multi-session school where all students will have periods 1-9 five days a week. On Monday, Tuesday, Thursday and Friday, students will be in class from 8:34AM-4:10PM. In this model, students will receive an extra hour of credit bearing-instruction. The additional period that has been embedded in the students schedule will be aligned to the specific need of each student. On Wednesdays, students will be in class from 8:34AM-2:10PM and will receive an additional compulsory two hours of enrichment classes from 2:10PM-4:20PM. These will be extra literacy or numeracy intervention, electives, or arts-focused. Enrichment classes will be provided by our CBO partner in Computer-Based Learning for various subjects. Additionally, there will be enrichment classes in dance, step, choir, arts and crafts, sewing, painting, drama, cooking, and clubs- debate, coding, others selected from student surveys.

3. Literacy and numeracy enrichment classes will be provided to all freshmen students. Students will have two periods of mathematics and two periods of English. One period will be the regular ELA and Math classes that will follow the Springboard and Big Ideas curriculum respectively. The other periods of ELA and Math will address the gaps and misconceptions students have in ELA and Math. Students in 10th grade will receive a second period of ELA and/or Math

as needed based on student assessment and scholarship data from 9th grade. The additional period will address the gaps and misconceptions students have in those subjects. These classes will use Big Ideas and Collections as stated above. All teachers will use the workshop model where they model the concept or skill during the mini-lesson, students practice the new concept or skill, teachers check for understanding, students engage in individual or collaborative work, teachers summarize the lesson, and students complete an exit slip. Our instructional focus Teachers will make strategic data-informed decisions by using checks for understanding to provide scaffolds, creating intentional groupings, and giving specific feedback that is aligned to checklists and rubrics. By using these strategies, students will access rigorous content, learn how to reflect on their learning to make revisions to their work products and be aware of their progress.

4. Teachers will differentiate instruction to meet the different needs of students and to provide all students access to rigorous content. Teachers will differentiate in content, presentation and product. They will provide multiple entry points by using data from formative assessments to place students in purposeful groups and tailor instruction to meet their individual needs.

5. Consistency in instructional practices, assessments, data collection and review, and curriculum alignment will be supported by teachers meeting in department and grade level teams. CBO representatives will be present during these meetings to ensure consistency in the ELT enrichment classes. Additionally, every administrator will be responsible for conducting formal and informal observations to provide each teacher with feedback that is aligned to the Danielson rubric multiple times a year. Furthermore, the administration will receive support in this area from the Teacher Development and Evaluation coach, as well as the Director of School Renewals. The ELT activity specialists will be observed by both NEHS administrators and CBO representatives.

6. Assessments of and for learning will be ongoing. Teachers will design common assessments collaboratively. Data will be collected by individual teachers as well as by counselors, attendance team, and administrators. Data are stored in Skedula and reviewed by teachers during inquiry meetings, by counselors daily, and by the attendance team twice per week. Teachers will analyze data during inquiry in grade level and content-specific meetings. These meetings will take place during specific periods during the day and during professional learning time on Wednesdays. Teachers will receive training in Assessment Driven Instruction (ADI) to learn how to use assessment to make lesson, unit and curricular adjustments. Teachers will have the opportunity to receive feedback on unit and lesson plans from teacher leaders, model teacher, and administrators.

7. N/A

8. The predicted college readiness index for cohort S is 8.85%.

9. By year two, we aspire to achieve a graduation rate of 62%.

Part 3 – Annual Goal

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

By June 2016, teachers will implement data-driven instructional strategies to modify Common Core-aligned curriculum to meet the needs of all students as measured by an increase of 5% in the graduation rate as compared to the graduation rate of June 2015.

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) <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>During September and October teachers will receive training from a Teaching Matters Consultant on assessment-driven instruction. All teachers will be trained in sixty-minute sessions weekly and the consultant will attend three grade team meetings per week to provide targeted support. Lastly, the consultant will also provide training to the Principal’s Leadership Circle.</p>	<p>Teachers</p>	<p>Three times in September and October</p>	<p>Assistant Principals and Teaching Matters Consultant</p>
<p>Department Teacher Leaders will receive training on assessment driven instruction to strengthen their ability to analyze student work and make instructional decisions so they can lead the departmental meetings once the consultant is no longer present.</p>	<p>Department Teacher Leaders</p>	<p>Three times in September and October</p>	<p>Assistant Principal and Teaching Matters Consultant</p>
<p>The principal will conduct weekly meetings with the Teaching Matters consultant to discuss areas of support needed by teachers as evidenced by Advance Observations.</p>	<p>Teachers</p>	<p>Weekly November and December</p>	<p>Assistant Principal and Teaching Matters Consultants</p>
<p>Starting in November, the administration will collect at least one unit plan and at least three corresponding lesson plans from every teacher in order to assess their current abilities around planning. Subsequently teachers will receive feedback from their respective administrators using the Tri-State rubric. Based on the data collected those teachers who need support in developing common-core aligned unit plans will receive professional development from consultants during the month of December 2015. Furthermore, in order to go deeper into this work, NEHS teachers will meet in content-specific teacher teams every Wednesdays for seventy minutes to analyze student assessment results to identify gaps to make modification to instructional resources and curriculum and unit plans to provide interventions to</p>	<p>Teachers</p>	<p>Once a week September to June</p>	<p>Assistant Principal and Teaching Matters Consultant</p>

meet the needs of all learners so they can access the CCSL-aligned curriculum.			
Based upon the data analysis, teachers will create and implement CCSL-aligned lesson plans in daily instruction.	Teachers	Daily September to June	Assistant Principal and Teaching Matters Consultant
The assistant principal will oversee the teacher team meetings to monitor the effectiveness of the assessment-driven strategies. Administrators and DSR will conduct formative observations and review lesson plans and sample student work during the post-observation conference to monitor the implementation of identified strategies.	Teachers	Weekly September to June	Principal, Assistant Principals and DSR
The Parent Coordinator and Community School Director will facilitate workshops for parents and families to build awareness of and to support their understanding of rigorous instruction and the Common Core requirements for college and career readiness. The same workshop will be offered multiple times to meet the needs and availabilities of parents.	Parents and Families	As needed throughout the school year	Parent Coordinator, Community School Director
Teachers will upload their course syllabus available in Pupil Path. The parent coordinator and the community school director will enroll parents in Pupil Path.	Parents and Families	November	Parent Coordinator, Community School Director

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • A Teaching Matters consultant will train teachers in ADI. • We will purchase Springboard and Ideas Plus curricula. • Adjustment to the schedule to allow time for teachers to meet. • Identify teacher leaders. • Provide per session for teacher leaders to meet after school. • 3.3- PD for Teachers- Generation Ready Consultant. • Additional Springboard Textbooks • Skedula/Pupil Path 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 6 – Progress Monitoring

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

By February 2016, through the implementation of data-driven assessment, the percentage of students in each cohort accumulating 5+ credits will increase by 5% as compared to February 2015.

By February 2016, through the implementation of data-driven assessment, the percentage of students passing the ELA regents in January will increase by 5% as compared to January 2015.

Instructional Rounds- Teachers, teacher leaders and administrators will participate in instructional rounds to strengthen teacher pedagogical skills and develop a culture of collaboration. Members of the Principal’s Leadership Circle will participate in the rounds and share the findings with their departments during Teacher Team by content area on Wednesdays. The lens we will use for the rounds will be aligned with the school’s instructional focus:

- October and November – Checks for Understanding
- January and February – Intentional Groupings
- April and May – Teacher Feedback

Noticings from instructional rounds will be shared with teachers during Teacher Team meetings on Wednesdays and will be used to inform the Professional Learning Plan.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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>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>Strengths and Needs</p> <p>5.2: In August of 2014, an Assistant Principal was hired to work specifically with the Guidance and Special Education Departments to create a plan to support students’ social and emotional needs. One of the initiatives that was created after hiring this Assistant Principal, was the Kid-Connect protocol in which teachers meet once a week on Fridays in grade level teams departments to identify lagging skills in students to create action plans with targeted interventions. While the DTSDE of 2014 states that there is no clear and cohesive plan for every student to be known by an adult, we have since created a platform to ensure every student is known by at least one adult in the building and have the opportunity to develop their social, emotional and academic skills. As per the Guidance Department protocol, all three guidance counselors were required to meet with every student three times during the year. According to the New York City School Survey, 80% of students said that there’s at least one adult in the building they can confide in.</p> <p>5.3: A CollegeBoard and Overcoming Obstacles curricula were adopted for the Advisory program in grades 9-12. The advisory program is scheduled to start in November 2015. Last year, guidance counselors used these curricula in a push-in model in the ELA classrooms once a week. These two factors contributed to a vast majoring of students stating they feel safe in their classrooms in school. According to the New York City School Survey, 87% of students stated they feel</p>		

safe in classes at the school. However, the DTSDE of 2014 states that teachers shared that they need training to better support the students.

5.4: The CBO Move This World and the Assistant Principal of Guidance facilitated professional learning workshops about creating a community that is safe for students. However, the DTSDE of 2014 states that all school stakeholders do not work together to develop a common understanding of their roles in supporting student social emotional developmental health.

5.5: Kid-Connect and a guidance referral system were created in the Spring Semester. Teachers were able to make guidance referrals using this tool. Counselors used the data to form groups for targeted support. However, the DTSDE of 2014 states that while some data is available to stakeholders, such as OORS reports and IEPs, there was no evidence of a cohesive or comprehensive plan that uses data to address the social and emotional developmental health needs of students. Professional Learning for teachers and staff and workshops for parents on data, such as OORS reports and IEPs will provided so that all stakeholders can co-create actions plans collaboratively to address students' social and emotional needs.

Priority Need communication among stakeholders and utilization of the systems need to improve.

Administrative Circular and Google Docs for guidance referrals

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?

1. We want stakeholders to describe the school as a learning community that fosters a culture of respect and high expectations for all, where stakeholders work collaboratively to promote such a vision.

2. The CBO partnership aims to create a positive school culture and a welcoming environment to support students' academic and personal behaviors to prepare them for college and careers.

3. The students have the opportunity to have their voice heard through surveys, roundtable conferences with stakeholders, student government, weekly meeting with the Principal, and a suggestion box.

4. Through collaboration with the CBO Move This World, teachers, staff, parents and families will be trained in the Collaborative Problem Solving (CPS) approach for addressing the social-emotional needs of students. CPS is an approach to understanding and helping children with behavioral challenges originated by Ross Green and described in his book Lost at School. The CPS model seeks to create fundamental changes in the interactions between children with behavioral challenges and adults by engaging them in solving problems collaboratively.

5. The school should be more proactive in improving students' social-emotional skills by continuing to have school-wide campaigns, such as Be a Friend-Not a Bully, Drug-Free Zone, Random Acts of Kindness; award ceremonies to celebrate

positive behavior and good attendance; group counseling for targeted students; implementation of Character Education curriculum in Advisory; and peer mentoring, peer mediation and conflict resolution.

6. The school team will measure social-emotional development by increased attendance rate, reduced number of suspensions and discipline reports, and improved scholarship rate.

7. During the Kid-Connect protocol teachers, along with Parent Coordinator, Community School Director, and Guidance counselors will meet weekly to analyze student data to monitor student academic progress and social/emotional development, identify strategic interventions, and implement strategies to help students meet their full potential to be college and career ready.

8. The attendance committee will review attendance data twice a week to identify absenteeism patterns, implement targeted interventions, such as conferences, home visits, and guidance referrals. Additionally, the committee will plan award and incentive celebrations for students who demonstrate improvement and maintain good attendance.

Part 3 – Annual Goal

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

By June 2016, the school will create a culture that encourages students to support one another and provide for their social and emotional growth as evidenced by a 5% increase in the Supportive Environment category of the NYC School Survey as compared to the results from 2015.

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) <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>
<ul style="list-style-type: none"> • Advisory Curriculum- Implementation of Character Education Curriculum in collaboration with faculty and Sports and Arts in the advisory program in which students feel supported and challenged by their teachers and peers . Advisory will ensure the development of all 	<p>Students Students</p>	<p>Weekly November 2015-June 2016</p>	<p>Administration, Teachers, Guidance Counselors, Social Worker</p>

<p>students' social-emotional and college and career readiness skills.</p> <ul style="list-style-type: none"> • Communication between Teachers and Guidance Counselors- ongoing communication between teachers and staff members via email and Skedula will allow for immediate identification of students who demonstrate poor attendance, low academic performance, and inappropriate behaviors so a plan for improvement can be developed swiftly and collaboratively. • Reciprocal ongoing communication with Families- Ensure parents create a Pupil Path account through Skedula to establish a reciprocal channel of communication with teachers, guidance counselors, and administrators and to monitor their children's academic achievement and social-emotional development. • Attendance Committee- An attendance committee composed of guidance counselors, attendance teacher, attendance coordinator, parent coordinator, Community School Director, and an administrator will meet twice a week for one hour to review attendance data to identify absenteeism, identify strategies to improve student attendance and close 407's, schedule home visits, plan celebrations, and incentives for improvement. • Professional Development for Teachers, Staff and Parents- Move This World, a CBO that focuses on improving school culture through the implementation of effective classroom management and behavior strategies, will provide training and facilitate workshops for teachers, staff and parents on addressing misbehavior, developing behavior improvement plans, and monitoring systems. 	<p>At-Risk Students</p> <p>At-Risk Students</p> <p>Students</p>	<p>Weekly September 2015-June 2016</p> <p>Ongoing November 2015-June 2016</p> <p>Twice per week September 2015-June 2016</p> <p>September through November</p>	<p>Administration, Teachers, Guidance Counselors, Social Worker</p> <p>Administration, Teachers, Guidance Counselors, Social Worker</p> <p>Administration, Teachers, Guidance Counselors, Social Worker</p> <p>Administration, Attendance Teacher, Guidance Counselors, Social Worker, Parent Coordinator, and Community School Director</p> <p>Administration, Attendance Teacher, Guidance Counselors, Social Worker, Parent Coordinator, and Community School Director</p>
<ul style="list-style-type: none"> • Instructional Program for ELLs- Instruction for ELLs will be provided in two ways. Beginning ELLs will receive one period in a self-contained classroom and two periods of ELL support through a push-in model in ELA and Social Studies. Intermediate and Advanced ELLs will receive ELL support through a push-in model in ELA and/or Social Studies • Small Group Instruction- Teachers will support rigorous instruction and student achievement through small group instruction relevant to regents completion. Teachers will receive training from a Teaching Matters consultant on how to use formative assessment data to differentiate instruction and create purposeful groupings • Computer Based Learning- Students who are over-aged and under-credited will be scheduled for accelerated 	<p>ELLs</p> <p>Students</p> <p>Over-Aged Under-Credited and At-Risk Students</p>	<p>Daily</p> <p>Ongoing November 2015-June 2016</p> <p>Ongoing</p> <p>September 2015-June 2016</p>	<p>Administration, Teachers, Guidance Counselors, Social Workers</p> <p>Teachers</p> <p>Administrators, Teachers and Teaching Matters Consultant</p> <p>Administration, Teachers, Guidance Counselors, Social Workers</p>

<p>credit accumulation opportunities through computer based learning, such as APEX, a blended learning model. Students will be programmed to small group instruction, and Counselors will monitor student attendance and academic progress by reviewing data in Skedula and conducting small group meetings.</p> <p>• Parent Meeting for ELL Students- We will be hosting an Orientation Event for parents of ESL students on Wednesday, October 21st from 5:30- 6:30 in Room 151.</p>			
<p>• Workshops for Parents and Families- Parents will be invited to participate in workshops, such as Graduation Requirements, Child Abuse Prevention, Sexual Harassment Prevention, Domestic Violence Prevention, Scholarships and Financial Aid. Additionally, in collaboration with SASF, parent will be provided with workshops on Transition for Families, Preparing for Life after high School, The Role Parents play on the preparation of Students for College and Careers, Bullying in School, and Addressing family concerns, Technology-Security Awareness.</p>	<p>Parents, Families and Students</p>	<p>Monthly November 2015-June 2016</p>	<p>Administration, SASF, Parent Coordinator, Community School Director, and Guidance Counselors</p>
<p>• School Pride- Develop ways in which to develop school pride individually with students and across the school.</p> <p><u>a. The principal will meet with students during Principal Table Talk to survey them about ideas to develop school pride. The Arts department will use students’ ideas to create arts related events. This way, the school pride events will be aligned to the school’s mission and vision. This will be done by the end of November 2015.</u></p> <p><u>b. The principal will make daily “shout outs” for students who are “caught” doing Purposeful Acts of Goodness.” The Guidance Counselors, members of the SASF, and the Student Council will communicate this campaign with the student body during advisory and school wide assemblies. This will also be promoted during the month of October during the Character-Counts Week (Oct 19-25, 2015).</u></p> <p><u>c. The Counselors and SASF staff will hold campaigns in the cafeteria throughout the year.</u></p>	<p>Teachers Parents, Families and Students</p> <p>Teachers Parents, Families and Students</p>	<p>November 2015-June 2016</p> <p>November 2015-June 2016</p>	<p>Teachers Parents, Families and Students</p> <p>Teachers Parents, Families and Students</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>35 APEX licenses</p>

CBO-Move This World
 Teaching Matters Consultants
 Skedula

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

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

Part 6 – Progress Monitoring

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

- The attendance team will monitor ATS attendance data twice a week. (Mid-point benchmark 84% attendance-January 2016)
- Teachers will review attendance and scholarship data for ELLs, SWDs and over-aged/under-credited students twice a month during Kid-Connect. (Mid-point benchmark-attendance 83% and 5+ credit January 2016)
- The Assistant Principal of Guidance and Special Education will monitor the implementation of the Character Education Curriculum in the Advisory, Peer Mediation and Peer Mentors groups starting in November by conducting one observation per month of each advisory class. (Mid-point benchmark-January 2016)
- The Parent Coordinator and Community School Director will monitor parent attendance to workshops on an ongoing basis. (Mid-point benchmark- twenty-five or more parents attending- January 2016)
- The Assistant Principal of Guidance and Special Education will monitor credit accumulation of over-aged/under-credited students. (Mid-point benchmark- 2-3 credits accumulated by-January 2016)
- The Principal will review hallway monitors’ logs of students who are found in the hallways and stairwells every two weeks. (Mid-point benchmark- reduction in cutting by 5% by-January 2016)
- The Assistant Principal of Guidance and Special Education will monitor IEP compliance data. (Mid-point benchmark- all annuals will be in compliance-January 2016)

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>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths and Needs:</p> <p>4.2 All teachers use a school-designed lesson plan template. There is a cohesive Common Core-aligned curriculum in ELA and Math. However, according to the DTSDE report of 2014, teachers share that while ELLs are integrated into classrooms, most teachers are not aware of which students are ELLs and shared that they were not aware of the progress or proficiency of ELL students on the NYSESLAT.</p> <p>4.3 As stated in the Quality Review of 2015, school leaders and teachers have engaged in curriculum development and unit planning since 2012 using Understanding by Design as their framework. Across content areas, units and lessons reflect content standards in line with the expectations of the CCLS. However, according to the DTSDE report of 2014 a review of plans and instruction demonstrated that teachers do not consistently align instruction with the CCLS. Additionally, our teachers have struggled to create multiple access points for SWD and ELLs that would allow them to participate in the lesson further.</p> <p>4.4 Students participated in advisory classes in all four grades. Guidance counselors pushed in with content area teachers to implement the Character Education curriculum to teach students skills for college and career readiness. The school has adopted the SLANT strategy in order to create a learning environment that is responsive to the needs of students. However, according to the DTSDE report of 2014, only a few teachers are using the SLANT strategies when students are not engaged in the lesson. Additionally, students were unclear what to do when the strategy was used.</p>		

4.5 As stated in the Quality Review of 2015, students state that all of their teachers use rubrics to help them understand the quality of the written work and projects they work on with their classmates. The feedback they receive helps them improve their work and keep them focused on getting the 4 or the highest rating. Additionally, some students use PupilPath to track and monitor their own academic progress. However, according to the DTSDE report of 2014, although there was evidence of grouping in every classroom that was visited, the review found that most grouping was not based on data.

Priority Need- Teachers need to strengthen their practice in data driven instruction and student inquiry in order to address the needs of all students, especially ELLs and SWDs.

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?

- Teachers will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Teacher will meet in grade-level and content specific teams to analyze data, make data-informed curriculum adjustments and plan units and lesson plans collaboratively.

- Teachers will meet weekly on Fridays in Kid-Connect to monitor student academic progress and social/emotional development, identify strategic interventions, and implement strategies for college and career readiness.

- Teachers will meet two times weekly in inquiry teams by departments to analyze assessment data and plan/adjust units and lesson plans. Many factors influence the creation of units and lesson plans as follows: assessment data, student learning needs and learning styles, and state mandated scope and sequence.

- Teachers work collaboratively with the guidance department to address students social and emotional needs. Teachers maintain ongoing communication with guidance staff as well as keep anecdotal logs in Skedula, which is reviewed by guidance staff weekly.

- Teachers will review attendance data, as well as data from formative, summative, and common assessments, during professional learning time to make data-driven curriculum decisions.

- A Teaching Matters consultant will support teacher teams by introducing protocols for analyzing student work, revising unit and lesson plans, and designing rigorous tasks and assessments.

- The Expanded Learning Enrichment program on Wednesdays will be sponsored by our community based organizations. The twenty-three activity specialists will meet with New Explorers teaching staff four times during the school year to bridge the after-school program with the school’s educational program to ensure alignment and coherence.

Part 3 – Annual Goal

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

By June 2016 teachers will engage in inquiry-based collaborations during professional learning sessions, receive training and support in analyzing student data, and participate in instructional rounds and peer feedback that will result in instructional coherence and higher student achievement for all learners as evidenced by an increase of 10% Regents pass rate as compared to June 2015.

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>Inquiry-Based Collaboration- Teachers will meet four times per week in grade level team meetings and once a week on Wednesdays during professional learning time in content-specific teams to engage in collaborative inquiry-based work in the following ways: grade-level teams will meet to analyze student data using WITsi protocols for looking at student work, in professional learning community meetings to analyze teaching practices and pedagogy, and once a week in Kid Connect to review students' academic and social emotional progress. Content-specific teams will meet to make informed curricula decisions based on assessment data.</p>	<p>All teachers</p>	<p>four times per week in grade level team meetings and once a week on Wednesdays during professional learning time in content-specific teams</p> <p>October 2015-August 2016</p>	<p>Teachers, Guidance Counselors, Parent Coordinator, Community School Director, and Administrators</p>
<p>Principal's Leadership Circle- The Principal will create a team of teacher leaders from different departments to engage in inquiry-based collaboration to analyze Advance data, students assessment data, review and provide feedback on teachers' units and lesson plan presentations, assist in making key decisions that affect student learning across the school, and roll-out initiatives to the</p>	<p>All teachers</p>	<p>Once a week October 2015-August 2016</p>	<p>Principal, instructional lead teachers, Teaching Matters Consultant</p>

departments they coordinate. Principal and teacher leaders will receive training from a Teaching Matters consultant on different protocols for analyzing school-wide data, reviewing and giving feedback on units and lesson plans, and creating goals and action plans for school-wide instructional coherence.			
Instructional Rounds- teachers, teacher leaders and administrators will participate in instructional rounds to strengthen teacher pedagogical skills and develop a culture of collaboration. Teachers will visit each other in small groups, debrief rounds using protocols to identify effective instructional practices and give feedback for improvement that is aligned to the Danielson’s Framework for Teaching. Each department will conduct two instructional rounds a year: one in the fall and one in the spring. Teachers will receive training on protocols for feedback from a Teaching Matters consultant.	All teachers	Two instructional rounds per year November, December, February and March 2015-August 2016	Principal, Teacher leaders, and a Teaching Matters Consultant

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.											
<ul style="list-style-type: none"> • One Teaching Matters Consultant to train teachers in intervisitations and professional rounds. • The school community conducted an SBO to modify the school’s schedule from single to multi-session and to shorten the bell schedule once a week for teachers to engage in professional learning. CBO will provide non-academic ELT while teacher teams meet to engage in collaborative learning and planning. • Schedule teacher leaders for Principal’s Leadership Circle to meet once a week during the school day and after school as needed. • Schedule professional learning time on Wednesdays from 2:10PM-3:20PM 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • School leaders will review meeting agendas and minutes for professional learning sessions weekly. • Principal will meet with teacher leaders in Principal’s Leadership Circle to provide guidance, problem solve, and plan cycles of inquiry once a week. (Mid-point benchmarks to identify effectiveness of this team-December 2015).

- In January 2016, all teacher teams will engage in a reflective protocol and present work to staff to assess effectiveness of teacher team collaborations regarding impact on student achievement and teacher practice.
- By January 2016, the principal's leadership circle will have conducted one instructional round and provided teachers with Danielson-aligned feedback for improvement.
- By January 2016, the principal's leadership circle will have reviewed and provided feedback on at least five units of study.

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).	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> and <u>I</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>Strengths and Needs:</p> <p>2.2 The school mission and vision were developed collaboratively with the School Leadership Team and Teaching staff. However, according to the DTSDE report of 2014, teachers, support staff, parents, and students were not able to clearly articulate school's goals and vision.</p> <p>2.3 Teachers met in content-specific teacher collaborative teams for common planning and inquiry three times a week. However, according to the DTSDE report of 2014, there was no co-teaching model in place as teachers did not have defined roles and did not work to support or enrich teaching and learning.</p> <p>2.4 The principal completed the required number of observations for the year in a timely manner. All teachers received their written and verbal feedback. Additionally, the principal conducted "pop-in" visits as well as provided individual coaching to teachers as needed. However, according to the DTSDE report of 2014, no documentation was available to indicate that school leaders sought to ensure that teachers had incorporated these next steps into subsequent lessons.</p>		

2.5 We implemented the Springboard Curriculum in ELA grades 9-12. However, according to the DTSDE report of 2014, there was no evidence of evidence-based structures or systems to allow for teacher input into curricula decisions.

Priority Need- School Leaders need to create evidence-based systems and structures to examine and strengthen individual and school-wide practices for teachers to meet in department-specific and grade level teams to analyze student data to make informed curricula decisions.

Part 2 – Summative Vision for Effective School Leadership

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

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

- The mission and vision statements were developed collaboratively with the SLT, teachers and staff in 2014-2015 school year. The R-SCEP was co-developed with teachers, parents, students, and administrators. R-SCEP goals were an outgrowth of an in-depth data review and analysis of enacted curricula in ELA and math, as well as a school self-assessment survey completed by social studies, science, arts, and foreign language teachers. Parents, students, teachers, and administrators developed the action plans for the RSCEP goals. Integrating SASF into the fabric of New Explorers will be fundamental for the partnership to flourish and for maximum gains in students’ academic and social-emotional development. The principal will meet weekly with the Community School Director to review data for the after-school programs, review plan for up-coming events to celebrate student academic and attendance progress, plan for college trips and college fairs, plan career day, and develop a plan to increase family involvement and participation in school-wide events. The Community School Director will attend teachers’ professional learning time to participate in Kid-Connect, review student data, and create action plans for improvement.

- To ensure teachers, guidance counselors, and assistant principals continue to improve, the principal will conduct formal and informal observations, and conduct learning walks, provide opportunities for professional learning, engage in data-driven decision making, introduce protocols for looking at student work, and create opportunities for distributive leadership. A Teaching Matters consultant will train teacher teams to analyze data using protocols, align curriculum horizontally and vertically, plan units and lessons with differentiation and multiple entry points for ELLs and SWDs. Teachers in ICT classrooms will receive training on different ICT models and will have time to collaborate during professional learning time.

- Teachers are scheduled to meet for professional learning every Wednesday from 2:10PM-3:20PM. During this time, teachers will be trained to look at student work and formative and summative assessment data to make strategic data-informed curricula decisions. Additionally, Teacher Leaders will meet as part of the Principal’s Leadership Circle once a week during the day and after school as needed. They will be paid per session when meetings take place after school. Students will be programmed for a nine period-day.

- Ninth grade students will have an extra period of ELA and Math as part of academic intervention to strengthen students’ literacy and numeracy skills. Tenth grade students will have either an extra period of English or Math or both depending on their needs as per ninth grade data. Students will be programmed for small group instruction on rotating bases every semester for targeted instruction and support.
- School Leaders will work collaboratively with the Talent Coach to norm the Danielson rubric and how to provide actionable feedback aligned to student work and student outcomes. School Leaders will conduct formal and informal observations and log those in the Advance system. Leaders will also conduct daily “pop-in” visits in different classrooms and provide teacher with feedback. Leaders will support struggling teachers by providing coaching, modeling, and co-planning as needed.

Part 3 – Annual Goal

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

By June 2016, school leaders will create evidenced-based systems and structures to examine and improve critical individual and school-wide practices to increase credit accumulation for grades 9, 10 and 11 by 10% as compared to June 2015.

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>School Leaders will conduct formal and informal observations and log those in the Advance system. Leaders will also conduct daily “pop-in” visits and provide teacher with feedback. Leaders will support struggling teachers by coaching, modeling, and co-planning as needed.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Teachers are scheduled to meet for professional learning every Wednesday from 2:10PM-3:20PM. Teacher Leaders will meet as part of the Principal’s Leadership Circle once a week during the day and after school as needed.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, Assistant Principal, and Teaching Matters Consultant</p>

Teachers will meet during professional learning time to analyze student work products for individual and groups of students to make appropriate adjustments to curricula, units and lesson plans to provide multiple entry points for ELLs and SWDS to access rigorous content. Teachers will use and create assessments, rubrics and grading policies to provide actionable and meaningful feedback to students. Teachers will use common assessments to evaluate student progress toward mastery of standards and will use this data to make instructional decisions and adjustments to curriculum, units and lesson plans. Teachers will use daily checks for understanding and student self-assessment data to make effective adjustments to lessons and unit plans to better address students' learning needs. Teachers will receive training from a Teaching Matters consultant on collecting and analyzing data using protocols make adjustments to lesson and unit plans, and design rigorous assessments and tasks.	Teachers	September 2015 to June 2016	Principal, Assistant Principal, and Teaching Matters Consultant
Select teachers will submit a Common Core-aligned unit plan present to a panel of lead teachers, administrators, and a Teaching Matters consultant they developed to receive constructive feedback for improvement. This practice will result in school-wide instructional coherence and increased student achievement for all learners.	Teachers	November 2015 to June 2016	Principal, Assistant Principal, and Teaching Matters Consultant

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.											
<ul style="list-style-type: none"> • Twice a year, once in the fall and once in the spring, teachers will spend the day in collaborative work to conduct instructional rounds. Substitute teachers will cover the teachers' classes for those two days. • A Teaching Matters consultant will be hired to train teachers in conducting instructional rounds and intervisitations, in analyzing teacher and student data, and in protocols for making unit plan presentations and giving constructive feedback. • TeachBoost-observation Tool • ELI professional learning for the principal 											
Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

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

- Review observation data from Advance to assess individualized and whole-school professional development needs every quarter. (Mid-point benchmark December 2015)
- Review minutes for teacher team meetings weekly.
- Monitor implementation of teaching strategies to address student needs identified during teacher teams. This will be done during informal and formal observations as per teacher cycle selection. (Mid-point benchmark December 2015)
- Collect and review intervisitation reports. (Mid-point benchmark- first round completed in December 2015)
- Review implementation of teaching strategies learned in intervisitations and instructional rounds. (Mid-point benchmark December 2015)
- Review teachers' units and lesson plans four times per year twice in the fall and twice in the spring. (Mid-point benchmark December 2015)

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.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths and Needs</p> <p>1.2 Small groups of students meet with the principal for Principal Table Talk to discuss school culture and instruction. Students identify areas of glow and grow and make recommendation for improvement. However, according to the DTSDE report of 2014, although the school uses a variety of methods to communicate with families, such as robo-calls, emails, letters written in English and Spanish, conferences and home visits, not all parents have computer access and communication does not always reach all parents.</p> <p>1.3 SASF, Parent Coordinator, and Guidance Counselors communicate with families on a regular basis to discuss students’ social-emotional and academic needs. Some parents have a Pupil Path account, which gives them a window into students’ attendance, grades and track to graduation. However, according to the DTSDE report of 2014, parents reported that a larger number of parents participating in workshops and conferences would increase if the school held separate events for non-English speaking families.</p> <p>1.4 SASF and Parent Coordinator engaged other organizations, such as Mercy College, NYPD and NYIT. Mercy College facilitated focus group meetings with parents to create the NEHS’s Parent Center. The New York Police Department facilitated a workshop on cyber bullying, and New York Institute of Technology facilitated a bilingual workshop on financial aid. However, according to the DTSDE report of 2014, the school does not partner with families and community agencies to provide training to support student success.</p>		

1.5 SASF and guidance counselors conducted grade meetings for parents for ninth, tenth, eleventh, and twelfth grades to review student transcripts, discuss progress toward graduation, and create action plans for improvement. However, according to the DTSDE report of 2014, the school does not share data in a way that promotes dialogue with parents to support student growth.

Priority Need

- The school needs to develop partnerships with community organizations to provide families with training on academic and social emotional development of students.

Part 2 – Summative Vision for Strong Family and Community Ties

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

Questions to consider:

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

- Sports and Arts in Schools Foundation (SASF) will support New Explorers High School (NEHS) family engagement work using the work of Joyce Epstein, Anne Henderson, Karen Mapp and the Coalition of Educational Justice (CEJ) whose research and practice clearly indicates that students whose families support, monitor and advocate for their education are more successful in school. The school - community will identify practices for engaging families in a range of activities that will promote relationships with and involvement in the school, impart information about their role in their children's education, enhance their abilities to support student learning and school improvement, and provide the resources to promote family stability and growth.

- Based on CEJ's approach, the plan will include: (1) Strengthening of collaborative decision-making structures among principals, teachers and staff (including school safety), and parents and community members. (2) Creating a ladder of engagement for families with multiple pathways to become involved. (3) Effective use of new teacher time for family engagement and parent-teacher conferences through creative scheduling.

- The Parent Coordinator with extensive support from SASF will liaise between school staff and parents, build relationships with local service organizations and connect parents with family support services

- The Parent Coordinator will create an oversee parent volunteer and leadership roles. The Parent Coordinator and SASF will facilitate the parent – school connection.

- For parents and families to support their children's education, they need to connect with the school. The Family Interactive Center will offer the entire parent community a safe and welcoming physical space within NEHS.

- Adult education classes and workshops will instill the skills and confidence parents need to become educators of their children and active members of their community. Classes such as ESL, GED and Technology will help parents improve their education and earning potential and have the added value of improved attitudes about their children's education and higher academic expectations.

- Workshops will provide guidance on college selection and application process. Parents will learn about the admission process, financial aid and scholarships, and requirements. Parents will be offered the opportunity to attend college visits and college fairs.
- Workshops on topics such as strategies for homework assistance, parenting skills and immigrant rights will help parents promote learning and support their family’s healthy development.
- Administration will provide professional learning experiences on the use of Skedula/ Pupil Path as a communication tool between school, parents and students.
- Teachers outreach to parents will be entered in SKEDULA. Pupil Path tutorial sessions will be offered in the school computer lab during Parent-teacher Conference day and other events.

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.

By June 2016, the school will create partnerships with families and community agencies to provide training in areas of academic and social and emotional developmental health to support student success as evidenced by a 5% increase in the Strong Family-Community Ties category of the NYC School Survey as compared to the results from 2015.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
We will conduct a comprehensive needs assessment for parents based on surveys and focus groups to identify a range of activities that will promote parent involvement and increase their high/college awareness.	Parents	November 2015	Parent Coordinator and CBO

Establish a positive school culture where families feel safe and welcomed. The parent center will be a place where we will host our monthly PA meetings and where parents can network with one another, connect to community resources and partner with various organizations.	Parents	Monthly from 2015 – June 2016	Parent Coordinator and CBO
Organize and implement adult education classes and workshops such as ESL, computer literacy, FAFSA, Financial literacy, Arts & Crafts, parenting skills, and immigrant rights. Parents will be able to acquire the necessary skills to succeed	Parents	Monthly November 2015 – June 2016	Parent Coordinator and CBO
Administration will provide professional learning experiences on the use of Skedula/ Pupil Path as a communication tool between school, parents and students. Teachers outreach to parents will be entered in Skedula. Pupil Path tutorial sessions will be offered in the school computer lab and Family Engagement room during Parent-teacher Conference day and other events.	Parent and Students	November 2015 and as needed until June 2016	Teachers, Guidance Counselor, Parent Coordinator and CBO
Establishing a “help center” or a place to bring students’ parents and school community together. 1. Create a meeting place (in this case the Parent Coordinator’s office)- Hold a focus group with parents in the month of October to identify the types of support the school should offer to parents throughout the year. The Community School Director will attend one community meeting in the South Bronx to promote the school and bring back to schools ideas as to how the school can better serve this community.	Parent and Students	Nov 2015 – June 2016	Parent Coordinator and CBO
Create a survey to gather parent input about being involved in the school. 1. Create a school website for parents where they can get information about school events and parent meetings. 2. Create a school community calendar that can be displayed in the school’s website 3. Create a survey in Survey Monkey to ascertain what parents need from our school. Align the survey monkey to the school survey. Results from the survey should be also posted. 4. Research other schools and school districts to see what they are asking in their surveys and to see what they are doing to increase parent/family involvement. 5. Offer classes for parents in ESL and workshops on job-related skills.	Parent and Students	Nov 2015 – June 2016	Parent Coordinator and CBO

Develop a buddy system for parents where one parent can mentor another parent. This will be introduced in November 2015.

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.

- We will need to create a Parent Center with desk top computer, information about services and community resources.
- Parent Coordinator
- Community School Director
- Skedula-Pupil Path
- SASF providers to facilitate classes and workshops.
- Smooth-school environment

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

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

Part 6 – Progress Monitoring

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

- By June 2016, we will host at least one Parent Association meeting per month.
- Parent Attendance to PA monthly meetings. (Mid-point benchmark- 20 parents per meeting by December 2015)
- By June 2016, we will host at least four school wide events where parents and the community will be able to attend.
- Parent Attendance to School wide events throughout the year. (Mid-point benchmark- 20 parents per meeting by December 2015)
- Survey Monkey (November 2015)
- School Environment Survey. (Mid-point benchmark- conduct one in-house survey in December 2015)

- Fully Functioning Parent Center by December 15, 2015

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.

By June 2016, overall student attendance to the ELT enrichment program on Wednesdays will be at least 60%.
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By June 2016, 100% of credit gaps for the 2016 cohort will be resolved through the use of ELT and other interventions.
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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.				
Activities and courses will continue to be offered based on students’ needs and interests. Guidance Counselor and CBO Staff will visit classrooms to provide students with the opportunity to register for the ELT programs. Parents will be notified about the program by mail and email via Pupil Path. Daily school announcements will be made to reinforce the importance of students’ participation in these programs. Classes in higher demand will be offered in PM school and Saturday Academy to include a larger number of students.				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program:
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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?
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- | |
|--|
| <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?

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?

- 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 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?
- **Credit Accumulation Program:** PM School and Saturday Academy will be offered from October 2015 to June 2016. Courses will be offered in 5 Terms. Each Term will meet for a total of 27 ½ hours. Students will be able to accumulate 0.5 credits per term upon completion of course requirements. PM school will meet Tuesdays, Thursdays and Fridays from 4:15 pm – 5:30 pm. Saturday Academy will meet on Saturdays from 8:30 am to 1:15 pm. PM school will offer English, Social Studies and Math courses. Saturday courses will offer Science, English and Physical Education. We will offer classes taught by licensed special education teachers to meet the needs of SWDS. Additionally, students will be able to accumulate credits through computer-based learning during small group instruction and ELT. We will use APEX as our computer-based programs.
- **Extra Support in Math and English Language Arts:** Students in ninth grade will receive one extra period for English and one for math. Students in tenth grade will receive either one period of English or math, depending on assessment data from ninth grade.
- **After School Program in Partnership with Sports and Arts in Schools Foundation:** Extra Curricular activities, such as hip hop dance, photography club, drama club, arts and crafts club, and academic improvement groups will be offered to students after school hours. Sports and Arts in School Foundation will be located in the Student Service Center. Computer desktops and laptops will be available for students to access information and resources, apply for colleges and jobs, explore careers and complete homework assignments. Activities will be offered on Wednesday from 2:10pm to 4:10pm.
- **Title III ESL Program:** Classes will be offered Monday through Thursday after school to provide additional support for English Language Learner students. All ESL students in beginner and intermediate levels will be registered in this program. A licensed ESL teacher will be assigned for this class.
- **SAT Prep Classes:** SAT Prep classes will be offered twice a week by a licensed teacher. Students in 9th, 10th and 11th grade students interested in improving their English and Math skills will have the opportunity to participate in this program. Classes will meet from November 2015 to June 2016.

● **After School Program in Partnership with Sports and Arts in Schools Foundation:**

o Extra-Curricular activities, such as hip hop dance, photography club, drama club, arts and crafts club, and academic improvement groups will be offered to students after school hours. Sports and Arts in School Foundation will be located in the Student Service Center. Computer desktops and laptops will be available for students to access information and resources, apply for colleges and jobs, explore careers and complete homework assignments.

o CBO will expand learning and enrichment at the school by providing a High School Today and College Tomorrow instructor (HSTCT) to increase the number of HS students receiving one on one guidance and support through college process, rigorous academic (from writing to P/SAT), study skills and time management.

o CBO will provide Enrichment Clusters activities to include interdisciplinary project-based work incorporating STEM, visual arts and/or performing arts.

● School will be collaborating with Move This World to offer professional development to school staff and CBO during PD.

● The principal will facilitate a workshop on writing lesson plans to all the activity specialists (instructors in the ELT enrichment program on Wednesdays) to ensure lesson plan alignment with school's expectations for lesson plans. This will be done in the month of October.

Once a month, the school leader will conduct classroom visits with the CSD to model how to collect low-inference data so she can give feedback to the activity specialists.

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.

● **ELT classes embedded in students' daily Programs:** Students will receive one additional period of instruction five days a week. All these ELT classes are being taught by New Explorers staff. Most of the classes were covered by the current teachers. However, six teachers have been hired on a pro-rata rate to teach additional courses in their work day to accommodate the ELT mandate.

● **Credit Accumulation Program :** Guidance Counselors will be responsible for monitoring students' attendance, providing students with social-emotional and academic support, and parent outreach. Guidance counselor will also monitor students taking APEX courses and provide them with technical support. Individual and group counseling will be provided for students as needed. Teachers will be responsible for providing students with rigorous instruction and preparing students for Regents exam when applicable. School leaders will collect all of these data quarterly in order to monitor and ensure that strategic decisions are being made and effective action plans are created and implemented to increase student outcomes. (Mid-point benchmark to review completion reports in January 2016).

● **After School Extra Curricular Activities :** The school leader will work in conjunction with SASF to coordinate after school programs. At least three New York State certified teachers will provide academic support after school. Guidance counselors will promote the program during classroom visits. The principal will review attendance reports monthly. (Mid-point benchmark to review attendance reports in January 2016). Additionally, the principal expects to see an increase in 2a because ELT activities should help make school culture stronger. (Mid-point benchmark to review Advance reports in January 2016).

• **Title III ESL Program:** This program will be supervised by AP of Guidance and Special Education. Student attendance will be monitored weekly by ESL teacher and students' guidance counselor. The principal will observe the ESL teacher twice to ensure instructional alignment and rigor. (Observations will take place in December and May and Mid-point benchmark will be December 2015).

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

1. Credit Accumulation Program:

Start date: 10/01/2015 End Date: 5/17/2015

2. After School Extra Curricular Activities:

Start Date: 10/15/2015 End Date: 60/30/2015

3. SAT Prep Program: Start Date: 11/03/2015 End date: 5/17/2015

4. Title III Program: Start Date: 11/03/2015 End date: 5/17/2015

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.

- Credit Accumulation Program; 30 APEX Licenses; 1 guidance counselor, PM School; 3 teachers Saturday Academy; 3 teachers for after school on Wednesdays.
- Parent Coordinator; School Aide; Community Assistant; Community School Director
- Sports and Arts in Schools Foundation RFP
- Title III Program: 1 ESL Teacher
- Rosetta Stone Language Program
- Phone Messenger
- Skedula
- Computer desktop or laptops
- SAT Prep Program: 1 ELA licensed teacher, 24 per session hours; 1Math licensed teacher, 24 per session hours
- Six teachers teaching in the ELT program receiving pro-rata payment

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

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

Part 6 – ELT Progress Monitoring

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

- **37 %** of students in cohort R , based on Regents exams will be on track to graduate by January 31, 2016
- **42 %** of students in cohort R , based on credits , will be on track to graduate by January 31, 2016
- By January 2016, credit accumulation for students in first, second and third year will have increased by 5% as compared to credit accumulation data from January 2015.
- At the end of every marking period, school leaders will monitor students' grades and schedule them for small group instruction as needed. (Marking Period Dates: October 26, 2015, December 14, 2015, February 1, 2016, March 21, 2016, and May 09, 2016 and June 28, 2016).
- Review teachers' course pass/fail rates at the end of each marking period to create goals and action plans for student academic improvement.
- Monitor attendance and grades of students in PM school every marking period.
- Monitor attendance in the Title III program.
- Monitor attendance of parents who come to Grade meeting each semester.
- Monitor attendance in ELT Wednesday program weekly.
- Review OORS data monthly for classroom removals, principal and superintendent suspensions to create small groups for counseling to address social-emotional needs.

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

Section 7: Community School Description

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

Part 1 – The Community School Program Goal(s)

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

By June 2016, the community based organization will sponsor two school wide events to bring the larger community and the New Explorers community together. One event will take place in September and the other will take place in June 2016.

By June 2016, the community school director will attend one community meeting per month.

The goals of the Community School initiative will be to:

- 1) Improve school tone, climate and culture by creating a welcoming environment for families and bringing community resources that will enrich the civic life of the school.
- 2) Support the instructional core through ELT and after school activities whereby creating a positive learning environment that supports the academic, social and emotional growth of students.
- 3) Strengthen the school's systems and structures for building a coherent instructional and social-emotional plan that addresses students' needs and improves student achievement.

Part 2 – Community School Program Description

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

The Community School Initiative at NEHS will pursue a strategy of working with the entire school population by offering a range of supports and services for students and their families.

The services for students will be organized based on levels of interventions. School – wide services in the areas of expanded learning, health including medical, reproductive health and mental health. Intensive services for the most vulnerable and at-risk students that have become disconnected from school will be a point of emphasis with the ultimate goal of re-engaging them to school. For these students, individualized plans will be developed in order to address issues related to mental health for students that have experienced trauma, substance abuse, gang violence, mental health, family intervention services, and students with a prior or current involvement in the juvenile and/or criminal justice system. SASF staff will work closely with school personnel to identify and target students and their families. The objective will be to target students who are most in need of supports and services.

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.

An integral part of the Community School strategy will be to organize, systematically align, and coordinate multiple resources. The work will be based on strong, meaningful and inclusive partnerships among the principal, teachers, students, parents and CBO partners. Ongoing needs assessments will allow school leaders, Community School Director, Parent Coordinator, PA president and members of the SLT to identify, monitor and respond to needs of the school, its students and their families.

The community school director and the parent coordinator will administer a parent survey to find out what types of services and workshops our parents need or are interested in. The community school director and the parent coordinator will work collaboratively to address the needs of the parents, communicate with parents about upcoming school events and about programs or support services available to parents and families.

Sports and Arts in School Foundation is sponsoring our ELT enrichment program on Wednesdays by providing students with 23 different options of activities. Students will were survey in the previous year so that SASF could create enrichment opportunities that meet the students' interests. In September, students will rank their top three choices of enrichment activities and will be programmed accordingly where their top choices will be honored whenever possible.

The community school director is part of the school leadership team. Additionally, SASF will host monthly meetings where families will be invited to visit the school and make recommendations for school improvements. Recommendations will be carefully considered and, where appropriate, will be entered into the RSCEP. This will start in November.

SASF will partner with the on-site Montefiore clinic to expand the mental health services for all five schools on campus.

The community school director is a member of the cabinet, which meets twice a week and a member of the principal's leadership circle, which meets once a week. During these meetings, we look at data, create goals and action plans, and assess effectiveness of the action plan and its impact on student achievement.

Part 3 – Community School Program Implementation and Oversight

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

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

Our strategy will incorporate the Children's Aid Society recommendations for the 4 pillars of a successful community school: (1) Comprehensiveness - coordinated resources among partners to respond to multiple student and family needs; (2) Collaboration - shared leadership and engagement among all partners; (3) Coherence – seamless integration of services; and (4) Commitment - long-term partnerships sharing a clear vision and accountable for results.

- All partners will adhere to the following principles: (1) School leadership will demonstrate commitment by sharing (a) time, (b) dedicated space for partners' on-site services, and (c) decision-making with all community partners. (2) All CS Team members - school admin/staff, parents, youth, and CBOs partners – will be full voting members and will direct planning and implementation of our Pathways design CS. (3) All partners agree to coordinate service delivery. (4) All partners will be integrated into School Leadership Team with decision-making participation. (5) Partners and school leadership will collaborate to collect, analyze and respond to real-time data on student and school indicators, such as attendance, achievement, program participation, and workflows for scheduling, programming and other essential functions.
- Our governance infrastructure will be the decision-making Community School Services Team (CSST) comprised by the Principal, the Community School Director, Parent Coordinator, 1 parent per grade level, an teacher representing each grade level, and 1 representative from each CBO. The CSST will serve as the planning and coordinating body responsible for ongoing planning, troubleshooting, implementing program objectives, and analyzing benchmark data. The CSS Team will meet at least 2 times per month from September to June.
- Review parent attendance to school events-monthly
- Review student attendance to ELT enrichment programs- weekly
- Review mental health referrals- monthly

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

We will require specialized staff and strategic partners in order to implement the key components of the community school strategies including, but not limited to health, mental health, expanded learning time and family engagement.

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

Our Timeline seeks to build and sustain excitement for the new Community School launch by involving all shareholders – families, students, teachers, school administration, CBO partners, community members – as early as possible in the planning process. In that way, the final Plan is owned by all participants who as a result are more likely to commit to seeing the Plan is successfully implemented.

June 2015 – August 2015. Community School Plan and Needs Assessment: (1) Action begins June 1 and continues through August with the outcome – the Community School Plan and Needs Assessment – completed by August 31st. (2) The Plan includes the target date for a kickoff Community School Forum and Fair for all shareholders to take place after the start of school in mid-September or possibly early October. The Forum will generate feedback from parents, their children, school educators, CBO partners, and community members that will be incorporated into the final version of the Plan to be published about 2 weeks after the Forum. (3) Our Timeline engages all shareholders – parents, students, school educators, CBO partners, community members. (4) It is comprehensive in scope and flexible to accommodate data that might require adjustment in the Timeline. (5) It gathers quantitative and qualitative data from many sources and presents that information in a clear manner understandable to all shareholders. (6) The plan provides strategies to capture and analyze ongoing outcome data and to ensure the Community School Services Team (CSST) and all stakeholders receive timely reports about results. (7) It is firm in its commitment to an August 31 completion target and in the immediate application of the Plan as the occasion for the kickoff Community School Forum and Fair. (8) The Plan will be produced as a bilingual document so as many families and community members as possible will have ready access to its findings. (9) It develops a budget and creates a process to review that budget on a monthly basis.

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)	9 th Grade: -MOSL scores (if available) -8 th grade state exams results in all core subjects -Baseline Assessment administered to Summer Bridge Students on June 29 and 30, 2015 10 th -12 th grades: -MOSL (10 th only) -Credit accumulation -Attendance -Regents scores -Teacher referral -Progress report/report card analysis -Data from Inquiry Team meetings and Kid-Connect	-Teacher developed units based on 2014-15 Springboard gap analysis -Regents Prep -Computer program for Reading Comprehension	9 th Grade: -Double period of ELA -Afterschool Tutoring through SASF -Small Group Instruction 10 th Grade -Double period of ELA -Afterschool Tutoring through SASF -Small Group Instruction	-during the school day -afterschool -Saturday Regents Prep
Mathematics	-8 th grade Math state Exams scores	-Math computer program	9 th Grade:	-during the school day

	<ul style="list-style-type: none"> -Regents Scores -Regents item analysis -Teacher referral -Progress report/report card analysis -Regents scores - Baseline Assessment administered to Summer Bridge Students on June 29 and 30, 2015 -Data from Inquiry Team meetings and Kid-Connect 	<ul style="list-style-type: none"> -Regents Prep 	<ul style="list-style-type: none"> -Double period of math -Afterschool Tutoring through SASF -Small Group Instruction 10th Grade -Double period of math -Afterschool Tutoring through SASF -Small Group Instruction 	<ul style="list-style-type: none"> -afterschool -on select Saturdays -Saturday Regents Prep
Science	<ul style="list-style-type: none"> -Regents Scores -Regents item analysis -Teacher referral -Progress report/report card analysis -1200 minute laboratory requirement analysis per student -Data from Inquiry Team meetings and Kid-Connect 	<ul style="list-style-type: none"> - Regents Prep -Lab work 	<ul style="list-style-type: none"> -Saturday Academy/lab make-up -Afterschool Tutoring through SASF -Lunch tutoring -Small Group Instruction 	<ul style="list-style-type: none"> -during the day -on select Saturdays -Saturday Regents Prep
Social Studies	<ul style="list-style-type: none"> -Regents Scores -Teacher referral -Progress report/report card analysis 	<ul style="list-style-type: none"> - Regents prep 	<ul style="list-style-type: none"> -Saturday Academy/lab make-up -Afterschool Tutoring through SASF 	<ul style="list-style-type: none"> -during the day -on select Saturdays -Saturday Regents Prep

	-Data from Inquiry Team meetings and Kid-Connect		-Lunch tutoring -Small Group Instruction	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-self referred -teacher referral -parent referral -administrative referral -attendance reports -scholarship reports -multiple disciplinary infractions -Data from Inquiry Team meetings and Kid-Connect	-cognitive-behavioral skill building	-individual counseling -small group counseling -Advisory -outside referral	-during the school day

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment Strategies:</p> <ul style="list-style-type: none"> • The DOE's "New Teacher Finder" and DOE Hiring Fairs are a source of certified teachers for our school. • We also recruit quality, verified teachers from the Open Market Transfer System and the ATR pool. • Our hiring protocol includes interviews, demonstration lessons, and reference checks. Prospective hires are vetted by our Hiring Committee, which consists of teachers, students, parents, and administration. <p>Retention Strategies:</p> <ul style="list-style-type: none"> • DOE required mentoring- First- and second- year teachers are mentored by experienced teachers. Work is documented in an online database. • To ensure new teachers stay the course, a New-Teacher buddy system will be implemented. An experienced teacher will be matched to a new teacher for social-emotional support, unit and lesson planning, and classroom management. • Common planning time is organized by department so that new teachers can learn from experienced teachers in their subject area. • Principal and assistant principals co-teach with struggling teachers to model effective instructional practices. • In-house professional development on effective teaching strategies, best practices, Smart board technology, and classroom management will take place throughout the year on Wednesdays. • A "Coaching Log" is kept for struggling teachers, with actionable feedback and next steps for improvement. • BEDS survey and programming assignments are reviewed to ensure that teachers are working within their certification areas.

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).

- Professional Learning takes places for 60 minutes each Wednesday after school. Teachers and paraprofessionals work collaboratively during this time.
- A Professional Development Committee, consisting of lead teachers from each department and one assistant principal, will be formed to make suggestions to administration for professional learning topics.
- Teachers are encouraged to attend professional learning opportunities outside of the school.
- A Teaching Matters consultant will be hired to build teacher teams, model effective data review and analysis, vertical and horizontal curriculum alignment, train teachers will protocols for conducting intervisitations and providing feedback, and training administrators and teachers on instructional rounds.
- School Leaders conduct frequent walkthroughs of classrooms and provide teachers with actionable feedback and next steps for improvement.
- Principals and assistant principals co-teach with struggling teachers to model effective instructional practice.
- We maintain a professional library with resources that promote promising and effective teaching practices.
- A "Coaching Log" is kept for struggling teachers, which clarifies next steps. A teacher Improvement Plan was devised for each "developing" teacher.
- The principal has retained a coach from the New York City Leadership Academy and attends professional learning opportunities as part of the Sitting Administrators Program at Stony Brook.
- New assistant principals are mentored by an experienced assistant principal. Each assistant principal also attends professional learning opportunities outside of the building.

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.).

Not Applicable

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.

In early September, the Measures of Student Learning (MOSL) Committee will decide which State and Local formative assessments to be administered in mid-September. Item analysis of data from the baseline assessments will be reviewed when they become available to inform adjustments to curricula, instructional practice and strategies to meet student needs.

In addition, teachers in common planning time devise common assessments as part of the inquiry process. Teachers will follow an assessment calendar that will include the baseline assessments and other formative and summative assessments. Teachers will use protocols for reviewing assessment data and student work, for identifying trends, and making data-driven curricula decisions. Moreover, teachers will decide which Instructional strategies to implement to provide multiple entry points for all students to access rigorous content, complex texts and tasks effectively and successfully. This inquiry cycle will be repeated throughout the year.

Teachers have received training in using the Apperson Scanner for scoring exams and generating item analysis. Teachers will receive training on using data to form purposeful groups and differentiate instruction to meet the needs of all students.

Furthermore, teachers will develop school-wide rubrics to establish instructional coherence.

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	\$364, 731	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$90,631	X	

Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,027,253	X	

¹Explanation/Background:

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

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

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

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

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

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

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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. **New Explorers High School for the Arts**, 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. **New Explorers High School for the Arts** 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>New Explorers High School</u>	DBN: <u>07X 547</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Most of our immigrant population including our ELLs, struggle with literacy skills in their native language and in English. The majority of our ELLs, 21 out of 43 tested on the Advanced level on the 2013-14 NYSESLAT, 3 tested Intermediate and 3 beginning. More than 90% of our ELLs are Level 1 in ELA. As we are continuing to develop a Common Core Curriculum in ELA our goals are 1) to move our Level 1 immigrant students to a Level 2. and (2) to move our advanced ELLs to proficient on the 2014-15 NYSESLAT. (3) to increase the passing rate of content-area Regents scores for our ELLs.

Our target population will be 43 students divided among to classes---our advanced ELLs as well as the 3 intermediate students who are long terms ELLs. Our emphasis will be on close reading and writing skills. A computer adaptive program such as Achieve 3000 will be used in order to provide individualized instruction. These classes will take place before school, Monday-Friday from November 2014-June 2015. All instruction will be in English. There will be two licensed ESL who will provide instruction for students . In addition to these Computer Programs we are requesting Spanish-English Dictionaries, as well as 10 copies NorthStar Learning Series Level One Speaking/Listening and Reading/Writing for our newly arrived beginning students.

Part C: Professional Development

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

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

Begin description here: _

The purpose of professional development service for the Title III Immigrant program is to ensure that the teacher is trained to effectively implement the program the our supervisor can effectively monitorMany of our students struggle with writing skills across the content areas and our supervisor can effectively monitor progress. Our ESL Coordinator, has secured a grant from The News Literacy Project that will train teachers and supervisors in digital writing. Students will learn how to evaluate the credibility of news sources and cite evidence electronically.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _____ Many of our parents are relectant to get involved with their child's education in school due limited literacy skills. They are second langauge learners with limited formal instruction and feel overwhelmed trying to navigate our school system. In addition to literacy needs, many of our parents work multiple jobs and do not have adequate time or financial means to invest in learning English. In order for our Title III program to be successful, we will need parental support. Our new parent coordinator is bilingual and will contact parents over the phone and via email to help improve student's attendate rate and completion of required tasks.

- To help parents help their children we will offer a seriesof parent workshops on the following topics: (1)Strategies for Academic Success which will focus on developing and improving study skills. Although continuance letters have been sent in both English and Spanish, many parents still have questions regarding the implication of PART 154 will be explained in the parents' native language. (2) College and Career Readiness and (3) Social/Emotional WellBeing. NEHS has the support of a Bilingual social worker and Guidance Counselor who will make presentations to both parents and students. Letter, voice-messages and email blasts will be sent to parents in both English and Spanish. In addition two trips to local college have been planned with the intention of inviting students, parents and siblings. _____

- NEHS has designated a Parent Outreach Team composed of our Parent Coordinator, Natalie Camacho, Natasha Bayron (SAPIS), Claudia Paula (AP, Guidance, Margaret Jones (ESL Coordinator). the purpose of this committee will be to schedule monthly parent meetings with parents. All meetings will be conducted in Spanish and English.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 07	Borough Bronx	School Number 547
School Name tNew Explorers High School for the Arts		

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 Jake Hobson	Assistant Principal CherylAnn Gil
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Margaret Jones	School Counselor Claudia Baros Paula
Teacher/Subject Area Eleve Zelenak	Parent
Teacher/Subject Area Deanna Palavra	Parent Coordinator Shanetta Hinton
Related-Service Provider	Borough Field Support Center Staff Member Holly Reichert
Superintendent Elaine Lindsey	Other (Name and Title) Steve Chernighoff

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

D. Student Demographics

Total number of students in school (excluding pre-K)	429	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	8
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	22

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	8	5	3		2		22	5	8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

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										19	10	10	9	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													0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)											4			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										23	8	5	9	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				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
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)	0							
Chinese Reading Test								

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

1. 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.

New Explorers uses the NYSITELL and NYSESLAT and Baseline measurements such as the Measure of Student Learning (MOSL) in push-in ELA classes. A teacher-designed Base-line was administered to ELLs in self-contained ESL in order to determine specific areas of improvement in Speaking, Listening, Reading and Writing. Upon completion of ESL Baseline measurement, teacher completes item analysis to determine areas of improvement for each student.

a. Intensive Tier 1 instruction is emphasized with a focus on building upon students strong oral skills. Developing and expanding domain specific vocabulary is also an important tool for transitional and expanding students. Tier one vocabulary is used primarily with beginners. Mini lessons will also emphasize specific syntactical or language structures as specified by the New Language Progressions. For example, when making predictions, teacher may model and review future tense and provide students with ample opportunities to apply using the language in an academic context. Once a student has mastered Tier 1 Vocabulary as indicated by formative summative vocabulary assessments, teacher introduces Tier 2 and 3 Vocabulary.

In order to address the high incidence of linguistic minorities in Special Education, NEHS tries to support ELLs in the mainstream classroom and provides push-in and co-teacher instruction in content area classes. This helps the address the needs of students who are transitional and expanding on the reading and/or writing subtest the NYSESLAT.

Students who are score Expanding on the Reading and Writing section of the NYSESLAT also receive one period (45 minutes) each day of ESL and one period (45 minutes of ELA)

b. School leadership and teachers are using scholarship data including periodic assessments such as the MOSUL and content-area base-line exams to make pro active decision as to the type of service self-contained or push-in. All teachers of ELLs, Guidance staff and school leadership consult during staff development to discuss data and make informed judgements.

Prior to becoming principal of NEHS, Principal Hobson was a permanently certified ESL instructor and is very aware of the needs of the various ESL sub groups. Professional development will focus on Write-to-Learn Strategies and Vocabulary Instruction (including but limited to such strategies as QHT and Diffusion) NEHS will also be adding Rosett Stone as a self-directed on-line program for beginning and intermediate students who entering at the beginning as well as through out the school year. NEHS will also be administering the LENS program for our SIFE students to determine literacy in the Native language. WIT (Writing as Thinking) is the

intervention strategy by the Department of Renewal Schools and is in the process of being implemented throughout the school in order to reinforce content area learning as well as writing skills.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The majority of students

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Significant gains are being made in Speaking and Listening modalities, reading and writing skills lag significantly behind. A trend evidenced in the entire school population, not solely among ELLs. Data obtained by the RNMR and RYOS indicate that areas of in need of improvement are Reading and Writing. Six students scored commanding on the 2015 NYSESLAT. A sizeable portion of ENLs, 30% perform at the developing level with below grade level skills in both reading and writing. The majority of ENLs with IEPs 4 out of 8, or 50, have remained on the beginning or emerging level for four or more years.

4. 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?

ENL teachers give both formative and summative assessments in order to measure student progress. Formative measures indicate which skills and language structures need direct instruction and practice Cognates (Spanish/English in Spanish are used with entering and emerging students as well as visual glossaries with the vocabulary word translated in English and Spanish (the child's home language, whatever that may be). Also, each ELL/ENL student will receive a binder which travels with him/her containing a bi-lingual glossary for each content area. This will provide an opportunity for content area teachers to focus on domain specific vocabulary. Content area teachers will use WITSI strategies to learn vocabulary in context.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

a. RTI (Response to Intervention) Readers Theatre, Choral Reading for modeling pronunciation, and reading along with audio-books help emerging and entering students improve listening and reading comprehension and expressive skills. Intensive Tier 1 instruction focus on building upon students strong oral skills. Developing and expanding domain specific vocabulary is also an important tool for intermediate and advanced students. Tier one vocabulary is used primarily with beginners. Mini lessons will also emphasize specific syntactical or language structures when appropriate. For example, when making predictions, teacher may model and review future tense. Once a student has mastered Tier 1 Vocabulary as indicated by summative vocabulary assessments, teacher introduces Tier 2 and 3 Vocabulary.

In order to address the high incidence of linguistic minorities in Special Education, NEHS tries to support ELLs in the mainstream classroom and provides push-in instruction in content area classes. This helps address the needs of students who are advanced on the reading and/or writing on the NYSESLAT.

Students who score advanced on the reading and writing section of the NYSESLAT also receive one period (45 minutes) each day of ESL and one period (45 minutes) of ELA

b. School leadership and teachers are using scholarship data including periodic assessments such as the MOSL and content-area baseline exams to make proactive decision as to the type of service: self-contained or push-in. All teachers of ELLs, Guidance staff and school leadership consult during staff development, grade team to discuss data and make informed judgements about how to best service each individual student

Prior to becoming principal of NEHS, Principal Hobson was a permanently certified ESL instructor and is very aware of the needs of the various ENL sub groups. Professional development will focus on Write-to-Learn strategies and Vocabulary Instructions and Strategies to Assist SIFE students in the Content Areas. As a Renewal School NEHS is in the process of implementing WITSI as part of Strategic Inquiry Groups' Renewal School Curriculum. This will be implemented in ENL, ELA and content area classes. This school-wide initiative is expected to improve writing in the content areas, with a particular emphasis in the ENL/ELA classes.

6. How do you make sure that a student's new language development is considered in instructional decisions?

All teachers are given their students' NYSESLAT scores. The majority of our students' lowest score on the writing and reading subtest of the NYSESLAT. This is consistent with data obtained from the ELA MoSUL where mainstream students' performance is below average in writing and understanding language. Several students are proficient in speaking and listening.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). The Literacy team uses the data from the AMAO, NYSESLAT scores, Regents Pass rates, and credit accumulation statistics to determine the effectiveness of our program. Curriculum Units are CCLS aligned and include New Language Arts Progressions in co-taught classes. These units undergo scrutiny to guarantee academic and linguistic rigor. All academic units, including those ENL classes are measured the tri-state Rubric and are revised by the Literacy Team to conform to high academic standards.

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.
HLIS Language Survey was administered by Margaret Jones, Certified ESL Teacher and Coordinator) to two students and their families (Spanish). Informal interview and presentation of ESL Video to discuss options: Transitional Bilingual, Dual Language and Free standing program. Informal interviews with both parents and students are conducted. Several (two parents) had difficulty completing HLIS in their native language, expressing regret that they did not learn to read or write in their native language. Parents of both students selected a Transitional Bi-lingual Program. One student was initially directed to a bilingual school but upon admittance was told there were no vacancy and returned to enroll at our school. Another parent, the guardian of an 18-year old female from Puerto Rico with an IEP also listed a Bi-lingual School as her first preference. Again, the District Office declined her request citing lack of available space. Margaret Jones, (Certified ESL Coordinator and Teacher shows ESL orientation video and explains options to parents in Native language, if needed. After the HLIS survey is completed, and the NYSITELL is administered and scored, parents are contacted by mail through the Entitlement Letter to participate in a scheduled Parent Choice orientation. Phone calls are also made to confirm choice of NEHS, free standing model. All parents receive an agenda in language of choice. Bilingual staff is available for translation. The meeting follows an agenda, and is facilitated through bilingual staff, translators, and/or family members. 96% of all paras and aides at NEHS are fluent Spanish speakers and will translate all material on demand. In the event that a low-incidence language translation is needed, certified ESL teacher will contact Office of Translation for specific language services.
During the meeting with the ESL pedagogue, the parent reads the ELL Parent Brochure and views the Parent Orientation DVD, both in the native language. The Parent Choice Program, described in detail by the pamphlet and DVD, which includes the following: 1.) Transitional Bilingual Education (TBE), 2.) Bilingual Education, and 3.) Freestanding English as a The certified ESL teacher informs the parent or guardian about all program choices, regardless of what the school offers. If a specific program choice is not offered at the school, the administration will arrange for the transfer of the student to another school with that program.
The ESL teacher informs the family that the student’s placement by parent choice is for one school year. Furthermore, the student will be placed in an age-appropriate class until service needs are identified. Parents should be encouraged to select one program for the duration of the child’s education. Research suggests that staying consistently with one language program – instead of switching between two or more programs – may be more beneficial for acquiring a second language. The parent or guardian should also be informed that both TBE and dual language programs offer the most Native Language Arts, or NLA support, with 100 percent and 50 percent, respectively; bilingual support may accelerate the acquisition of L2. Conversely, Freestanding ESL offers only about 15 percent NLA support, more or less. After the brochure and DVD are viewed, and all programs are thoroughly described, parents have a chance to ask questions. Then, parents are given the “Parent Survey and Program Selection” form in the native language. If the “Parent Survey and Program Selection” form is not returned by a specific due date, then the student will be enrolled in a Transitional Bilingual Education program at the school, if there are a sufficient number of students who speak the same language. If TBE or bilingual education is not available at the school, the student may be placed in a Freestanding ESL program.
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).
After administering the NYSITELL the ESL Coordinator will administer the SIFE Questionnaire to determine if the student has experienced inconsistent or interrupted Formal Education. The LENS is then administered to target areas of need (vocabulary, reading comprehension). Two new ELL students who entered in the fall of 2015 were found to be SIFE according to the LENS. Students are assessed in Literacy and Numeracy.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency team is composed of Eleve Zelenak, ELA Teacher, Margaret Jones ENL Teacher/Coordinator, CherlyAnn Gil, AP, Supervision and Claudia Paula AP Guidance carefully review student transcripts of all in-coming students with IEPs in order to review transcripts and scholarship data for each student. After examining various data sources, the committee determines how to service each student. Students are placed in ICT classes, self-contained stand-alone ENL or ELA classes. Teachers of students with IEPs share data on Skedula and monitor students', academic, emotional and performance closely.

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.
Parents and guardians are both entitled and non-entitled students are mailed letters of continuance or non-entitlement in their native language. NEHS uses updated format from the ELL Policy and Reference for Letters of Continuance and Non-Entitlement.
The certified ESL teacher mails entitlement letters to the parent or guardian after the HLIS and NYSITELL are completed. If an answer is not received within a sufficient period of time, the ESL pedagogue contact the parent, using over-the-phone translation and interpretation services, if necessary, to schedule the Parent Choice meeting. As mentioned above, results of Parent Survey as well as conituance and entitlement letters are securely stored in a locked closet in ESL OFFICE.
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).
Parents are informed of that they have the right to appeal ELL status within 45 days of enrollment at the time of the program selection process. They are notified by parent Coordinator or ESL Coordinator in their native language.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The ESL coordinator follows the timeline outlined in "The Checklist of 10 ELL-Related Items for a Successful Start of the School Year"
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.
ESL Coordinator maintains a binder with copies of HLS Survey (originals are kept in students cummulative file) and copies of parent selection letters. If letters are not return in seven (7) days follow up calls are made in English and Native Language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Office of Translation and Interpretation is used for low-incidence language and parent outreach.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Each child a section a Part 154 Binder located in the ESL office which contains his/her program, HLS Survey, NYSELAT Score, and letter of continuance and/or non-entitlement.
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.
Parents are notified of the dates of the NYSESLAT two weeks prior to the exam. The letter, written in English and Spanish, also emphasizes the importance of the exam on the their child's academic development. Two certified ESL Teachers, three bi-lingual para-professionals and one Dean are assigned to administer the NYSESLAT. The ESL Coordinator generates a master list with each sub-test and date and sends passes for each student indicating the data, time and location of each sub-test. Records are kept to re-schedule make-up tests. ESL Coordinator also sends a school-wide memo with testing date, time and location.
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).
Parent Survey and Prgram selections forms shhow that parents of newly arrived students prefer a Transitional Bilingual Program but are told my the District office that these programs are full. Parents are reluctant to enroll their schild in a Free-Standing ESL program as they perceive their students will receive enough support. Our schools tries to provide as much support as possible. Almost all intergrated classes have an ESL teacher and at least one bi-lingual para-professional

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.

Co-Teaching: There are eight co-taught classes: one ninth grade ELA class, one ninth grade Global Studies class, one-ninth grade Living Environment, one tenth grade Global Studies class, one tenth grade ELA class, eleventh Grade ELA Class, One Senior ELA class and two Self-contained, Bridged ELA classes.

The self-contained classes are ungraded, containing both 9th, 10th, 11th and 12 graders (between lower level beginner to intermediate and high intermediate to advanced. In most classes, ELLs are heterogeneous, or mixed in proficiency levels, within all the classes.

In the Freestanding ESL program model, students receive not only ESL and ELA support, but multi-modal teaching in content area classes by social studies, math, and science teachers, in addition to ELL mandated minutes.

For example, in math, students keep interactive notebooks, where they can take notes from lessons, write new word definitions in graphic organizers, and practice daily problems in an organized and easily accessible format. A number of ELLs also participate in a learning method related to Total Physical Response, which scaffolds the learning of math concepts and increases memory retention through oral repetition and movement.

In ELA and extended day/pullout/afterschool ESL classes, the reading and writing workshop intervention allows for student choice of material on a variety of fiction and non-fiction topics based on pre-assessed reading Lexiles. (Columbia Teachers College, Workshop Model) ELLs and other participating students are exposed to high-interest content when reading 2-3 articles a week. Furthermore, in addition to state ESL and ELA standards, NEHS has adopted the College Board Springboard Program to ensure vertical and horizontal articulation in all ELA classes. Literacy strategies are introduced by the ELA/ESL Team and then turn-keyed to the Social Studies Department. In self-contained ESL class, all articles and activities from the program are based on content area and common core including science, math, geography, politics, and social studies. Even before our students begin to read teachers activate prior knowledge based on the subject at hand. We explicitly teach the necessary background knowledge, concepts, literacy strategies, and vocabulary, which in turn increases student comprehension and understanding. We may instruct and encourage the use of graphic organizers to help students to plan and draft writing. Instructors often ask leading questions based on the passage, questions, and writing prompts, and give individualized attention, which helps students to transfer, analyze, and evaluate what they have learned from the readings. Students learn to pinpoint specific thought processes, connect sentences to generate meaning, and how to use transitional phrases to enhance all written communication.

Another way in which content area development is supported is when ELLs engage in project-based learning, which may include the creation of PowerPoint and Microsoft Publisher presentations in groups. ELLs are required to extend their thinking beyond the text, and to talk about their own lives in relation to the text. They are encouraged to make text-to-text, text-to-self, and text-to-world connections, based not only upon the book but upon subjects they are interested in, but which are also connected to the text. The ESL teacher provides background and technical information, helps the student to improve research skills, and scaffolds the writing process (including but not limited to pre-writing, graphic organizers, vocabulary and paragraph structure.

5. Our school pre-teaches vocabulary to ELL students before engaging in mini-lessons and read alouds of novels, relevant PowerPoints, and textbook materials. In ELA, the English teacher and the ESL teacher work together to help students in group activities, such as narrative, essay writing, and brainstorming. The ESL teacher works with specific skills from the content lesson. As a Renewal School, NEHS ENL program focus is on the Common Core. ESL units and instruction are aligned with the common core English Language Arts Standards as well as ESL standards for newcomers. Our school also plans to focus on projects involving content area units in history, geography, living environment mathematics, literature, and creative writing, employing technology, such as the Internet, blogs, and the creation of student websites. Student learning is differentiated based on their levels, and independent reading is chosen carefully for the correct level. Students are given periodic summative and formative assessments to determine appropriate level as well as any changes in level.

- b. TBE program. *If applicable.*

Not Applicable

c. DL program. *If applicable.*

Not 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?

As mentioned previously, New Explorers does not have a Bi-lingual program; however, all students are required to take one year of a foreign language. The majority of ELLs opt to take Spanish in which the teacher differentiates for Native Language Students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students in both self-contained and Integrated classes are evaluated by summative and formal assessments. Each content area team develops base-line assessments, performance tasks as well as formative assessments. All content areas give reading, writing and speaking assessments through the year. There is a school-wide accountable talk policy for class-discussions. Students also give oral presentations in most classes.
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

6a. NEHS has 8 SIFE ELLs at this time, data from yearly base-line assessments and NYSELSAT scores benefit from extensive reading and writing practice. Our program for SIFE students focuses on academic language, vocabulary, and adjusting to school in the United States, among others. SIFE students may also need instruction in the basics, which may include the English alphabet, phonics, and basic reading, as well as math skills, such as multiplication tables. Total Physical Response, or TPR, is very effective with both SIFE and newcomer students, with application for the entire population of students. Computer assisted learning programs such as Rosetta Stone and MySci Learn, will be used with newcomer SIFEs with elementary knowledge of English. SIFE students will also have access to technology. SIFEs may create PowerPoints that relate to their lives for oral presentations, along with other students who speak the native language, and with help from the ESL teacher.

Teaching techniques, such as those from QTEL, can be well applied to SIFE students. Students can engage in collaborative projects that exercise all four ESL modalities, and that scaffold content-area literacy, while building English language skills. SIFE students are often behind in academics, but can learn content material with modifications and scaffolds. SIFE students will have access to higher level learning through writing personal essays, through high-interest, low-level nonfiction and literature, and through projects involving technology and the arts.

Extended day programs, employing technology such as MySci Learnr, NEWSOLA, Grolier On-line and project-based learning, are available to all ELLs and Former ELLs.

. For example, some newcomers may need similar interventions as SIFE students. Since newcomers may know little, if any English, they need to develop BICS, as well as basic vocabulary, phonics, and academic language. Teachers need to help ELLs to build and use oral expressive language, as well as listening, reading, and writing skills, before the students can even go onto the next challenging step: reading to learn in content area classes. Newcomers also need help to adjust to a new country, not to mention all new classes in English, and in a variety of subjects.

6(b) Newcomer students with less than 3 years in the US vary a great deal in their English language skills, depending on the strength of of academic language and literacy in L1. For example, a student with 3 years of ESL may read at a third grade level in L2, while another ELL reads at fifth grade level or above. Therefore, at NEHS we aim to differentiate instruction for the student, meeting the pupil at his or her level. Other newcomers may accelerate very quickly and are quickly integrated into content area classes. They require that content area and ESL teachers explicate new concepts using a number of intelligences that help all students to use English skills in a variety of modalities. These newcomers, not to mention their mainstream and special education counterparts, often require a great deal of visuals and graphic organizers to help envision and break down concepts that might otherwise be overwhelming or incomprehensible without categorization and analysis. Because these newcomers may have a solid foundation in their L1 literacy, they are able to pick up English rather quickly. However, explicit teaching techniques in vocabulary, academic language, and content are necessary for students to reach

greater levels of English proficiency. For example, reading intervention, such as RTI, and Achieve 3000 have been very helpful for all students who are able to read in English. This is because the program helps students to learn new content through the guise of factual, academic material, and to apply their learning by writing summaries, essays, and answering pertinent multiple choice questions which are aligned with common core standards.

More specifically, newcomer ELLs should receive a high quality education that focuses on higher-level thinking skills. They should receive opportunities to express themselves, mostly in speaking and writing, at every opportunity through daily interactive journals and project-based learning. Technology, such computers, digital cameras, and Smart Boards can help to engage new learners, and provide visual, auditory, and tactile content to enhance lessons. Programs such as Rosetta Stone, translators, word processors, and PowerPoint can help students to learn new words and phrases in English, as well as to create multi-media presentations to showcase what newcomers have learned in the classroom. Portfolio assessments are even more helpful in understanding the progress of a newcomer than standardized tests – they show progress based on subjective, measurable goals, even though lessons are based on national and state standards.6c. Describe your plan for ELLs receiving service 4 to 6 years.

6c.High School ELLs in the category of 4-6 years are at a critical period in which literacy must be developed sufficiently to help students become successful in the Career and College Readiness. At this is point, most ELLs are either at the expanding or emergent levels in speaking/listening and reading/writing, and require continued explicit teaching strategies,vocabulary, and content to become proficient in English.

6d. Former ELLs receive testing accomodations on Regents Exams and Formative Assessments. Data retrieved from AMAO files indicate that our one (1) student who tested proficient on the 2013 has an 86.4 GPA and is on track to graduate with honors.. Seven students tested as Commanding according to the 2015 NYSESLAT and are excelling in all classes according to Skedula (our schools' grade portal.)

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?
Teachers of ELL-SWDs differentiate units and lessons by providing leveled texts sets for different language level, pre-teach core vocabulary using visual glossaries, diffusion strategies writing tasks may be modified and scaffolded to meet students' needs
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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

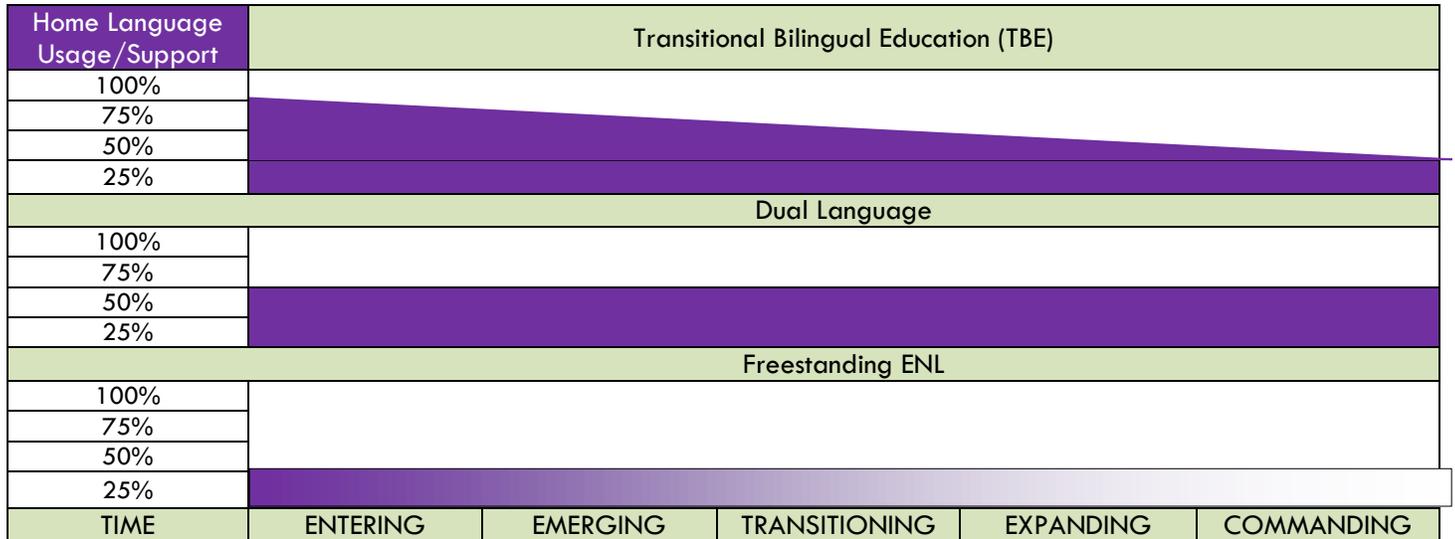


*Note “other approved services” does not apply to New York City at this time.

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.
NEHS has selected grade-level teams who have targeted twelve (12) students for inquiry and will use Writing as Thinking Strategies (WITS) strategies. These grade-level teams meet twice weekly to discuss strategies and monitor effectiveness.
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?
As mentioned previously, NEHS is a Renewal School and will adopt WITS (Writing as Thinking combined with a Strategic Inquiry) component. This initiative will be implemented school wide. Teacher trainers have begun using strategies with success. More evidence will be collected through to determine how to maximize effectiveness throughout content areas.
13. What programs/services for ELLs will be discontinued and why?
New Explorers has discontinued Achieve 3000 due to declining student interest and performance.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All our programs and school wide initiatives are required to include ELLs and SWDs. We have partnerships with SAFE, Monroe College which sponsor after school programs in which ELLs are encouraged to participate.
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.
NEHS uses Rosetta Stone for newly arrived ELLs, Newsela to differentiate readings in ELA, Social Studies and Science classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in Foreign Language (Spanish) class where the teacher differentiates instruction for native speakers in our Free-Standing ESL/ENL program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs are enrolled in grade appropriate content classes. There are eight (8) co-taught content area classes.
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?
Spanish and Russian are offered to all students including 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)?

NOT APPLICABLE

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.)
NEHS completed a ENL needs assessment with the ENL instructional specialist from the Bronx District Office. The Principal, ENL Coordinator and Instructional Specialist met with each grade team to gather information on how to best support teachers in delivering instruction to our ENLs.
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?
NEHS is planning to host a Professional Development Series based on the data collected from the needs assessment. conducted on December 15. The topics will be as follows: The New Language Progressions in the Content Areas, Academic Vocabulary Strategies for ENLs. The topic for the third PD will be determined based on further analysis of data.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
NEHS has a bridge program offered to rising 8th graders over the summer in order to help prepare students for the demands of a rigorous and academically challenging curriculum.
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.
please refer to question 2

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?
 1. Each year parents are invited to an orientation for NSL parents. This is an opportunity for parents to get to know their child's teachers and become familiar with the resources that are available to them and their children. Parents are also given support, with the aid of an interpreter if necessary,
 - 2 New Explorers is school partners with the following Montifiore Health Center, Kaplan Learning and Monroe college.. which preform workshops for both children and parents: these institutions expose students and their families to different cultural and educaonal opportunities that bridge the gap between learning outside the classroom to inside the classroom. These community based institutions also provided a variety of counseling and mental health servies.
 3. Need of parents are determined by outreadch calls and surveys delivered by email or PupilPath our on-line message system. nELL parents receive phone calls and letters from the teachers and administrators as well as the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student.ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to
 4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development. In many instances parents do not have access to a computer at home or lack computer/literacy to utilize message sent by school via email. Parents are encouraged to visit school and are invited to numerous Parent Observation and Walk-Throughs during the year. Our Parent Coordinator Vidal Aponte plays a major role in contacting parents. English classes, parent-night lectures such as: ESL Night, New Students Night are a regular part of parent outreach services
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 1. Each year parents are invited to an orientation for ESL parents. This is an opportunity for parents to get to know their child's teachers and become familiar with the resources that are available to them and their children. Parents are also given support, with the aid of an interpreter if necessary. Both the ENL teacher, Margaret Jones and Parent Coordinantor
 - 2.New Explorers is partners with the following istitutions: SASF, Montifiore Health Center, Kaplan Learning and Monroe College.. which preform workshops for both children and parents: SASF has an office in the Building and is active in exposing students and parents These institutions expose students and their families to different cultural and educaonal opportunities that bridge the gap between learning outside the classroom to inside the classroom. These community based institutions also provided a variety of counseling and mental health servies. Every Wednesday, students participate in an extended day program with both Academic and extra-cirricular services
 3. The needs of parents are determined by outreadch calls and surveys delivered by email or PUPil Path our on-line message system. ENL parents receive phone calls and letters from the both the ENL and content area teachers administrators as well adminstrators and the parent coordinator which inform he after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student.ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to
 4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development. In many instances parents do not have access to a computer at home or lack computer/literacy to utilize message sent by school via email. Parents are encouraged to visit school and are invited to numerous Parent Observation and Walk-Throughs during the year. Our Parent Coordinator, Natalia Camacho plays a major role in contacting parents. English classes, parent-night lectures such as: ESL Night, New Students Night are a regular part of parent outreach services
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
SASF provides a financial aid workshop for parents, Motifiore Hospital offers family medical services and referrals.
5. How do you evaluate the needs of the parents?

Parents are contacted in preferred language via mail and on PupilPath which survey and compile parents' needs. School Leadership Team and Parent Coordinator meet to discuss how to meet these needs. NEHS offers English Classes, ESL Parent's Night, College Night .

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

Parents' needs are addressed by workshops that are tailored to their requests for English and technology classes as well as job readiness seminars.

1. Each year parents are invited to an orientation for ESL parents. This is an opportunity for parents to get to know their child's teachers and become familiar with the resources that are available to them and their children. Parents are also given support, with the aid of an interpreter if necessary,

2. Spanish. New Explorers is school partners with the following Montifiore Health Center, Kaplan Learning and Monroe college.. which preform workshops for both children and parents: These institutions expose students and their families to different cultural and educational opportunities that bridge the gap between learning outside the classroom to inside the classroom. These community based institutions also provided a variety of counseling and mental health services.

3. Need of parents are determined by outreach calls and surveys delivered by Engrade our on-line message system. nELL parents receive phone calls and letters from the teachers and administrators as well as the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student.ELL parents are invited to attend parent-teacher night conferences, PTA meetings, and other conferences' need to

4. Parental involvement in activities address the parents' need to be know how their students are performing in school and how extra-curricular activities enhance character as well as academic development. In many instances parents do not have access to a computer at home or lack computer/literacy to utilize message sent by school via email. Parents are encouraged to visit school and are invited to numerous Parent Observation and Walk-Throughs during the year. Our Parent Coordinator Natalia Camacho plays a major role in contacting parents. English classes, parent-night lectures such as: ESL Night, New Students Night are a regular part of parent outreach services

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: School Name:
 Superintendent:

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.

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.

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.)

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.

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.

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.

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.)

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

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)