2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001): 06M468

School Name: HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES

Principal: JAVIER TREJO
Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Support for Students in Temporary Housing (STH)

Section 10: Title I Program Information

Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)
<table>
<thead>
<tr>
<th>School Name: HS for Health Careers &amp; Sciences</th>
<th>School Number (DBN): 468</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 310600011468</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9 - 12</td>
<td></td>
</tr>
<tr>
<td>School Address: 549 Audubon Avenue, New York, NY 10040</td>
<td></td>
</tr>
<tr>
<td>Phone Number: (212) 927-1841</td>
<td>Fax: (212) 342-6129</td>
</tr>
<tr>
<td>School Contact Person: Javier Trejo</td>
<td>Email Address: <a href="mailto:JTrejo@schools.nyc.gov">JTrejo@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Community School CBO: Catholic Charities Partnership</td>
<td></td>
</tr>
<tr>
<td>Principal: Peter Tinguely</td>
<td></td>
</tr>
<tr>
<td>Not signed in</td>
<td></td>
</tr>
<tr>
<td>Not signed in</td>
<td></td>
</tr>
<tr>
<td>Community School Director: Not signed in</td>
<td></td>
</tr>
<tr>
<td>Not signed in</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Kirsis Castro</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Peter Tinguely</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Peter Tinguely</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Gillies Mercdez</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Raxy Ortiz</td>
<td></td>
</tr>
<tr>
<td>Rosendo Mejia</td>
<td></td>
</tr>
</tbody>
</table>

**District Information**

<table>
<thead>
<tr>
<th>Geographical District: 6</th>
<th>Superintendent: Manuel Ramirez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 4360 Broadway, Rm. 419, New York, NY 10034</td>
<td></td>
</tr>
</tbody>
</table>
Superintendent’s Email Address:  
MRamirez4@schools.nyc.gov

Phone Number:  (917) 521-3757  Fax:  (917) 521-3797

Field Support Center (FSC)

<table>
<thead>
<tr>
<th>Manhattan</th>
<th>Executive Director: Yuet Chu</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>333 Seventh Avenue, New York, NY 10004</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>(646) 470-0721</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
</tbody>
</table>
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, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower than the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

- 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.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

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

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### 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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

**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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 and Family Engagement Policy 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: Community Engagement Team and 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Check if SLT</th>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Javier Trejo</td>
<td>*Principal or Designee</td>
</tr>
<tr>
<td>X</td>
<td>Daniel Rosenbaum</td>
<td>*UFT Chapter Leader or Designee</td>
</tr>
<tr>
<td>X</td>
<td>Kirsis Castro</td>
<td>*PA/PTA President or Designated Co-President</td>
</tr>
<tr>
<td>X</td>
<td>Yhanka Veras</td>
<td>DC 37 Representative (staff), if applicable</td>
</tr>
<tr>
<td>X</td>
<td>Gillies Mercedez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
</tr>
<tr>
<td>X</td>
<td>Peter Tinguely</td>
<td>Community School Director (staff)</td>
</tr>
<tr>
<td>X</td>
<td>Raxy Ortiz</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
</tr>
<tr>
<td>X</td>
<td>Rosendo Mejia JR</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
</tr>
<tr>
<td>Check</td>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>✓</td>
<td>Elizabeth Arrendell,</td>
<td>Staff-Guidance Counselor</td>
</tr>
<tr>
<td>✓</td>
<td>Carlos Hernandez, parent</td>
<td>Parent</td>
</tr>
<tr>
<td>✓</td>
<td>Michael Bordwell</td>
<td>Staff -AP</td>
</tr>
<tr>
<td>✓</td>
<td>Petronila de la Cruz, parent</td>
<td>Parent</td>
</tr>
<tr>
<td>✓</td>
<td>Carlos Hernandez</td>
<td>Parent</td>
</tr>
<tr>
<td>✓</td>
<td>Claridania Castro, parent</td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Member/</td>
</tr>
</tbody>
</table>
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 your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.

5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where this has been a challenge.

6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The High School for Health Careers and Sciences is a comprehensive educational program with a mission to promote college and career-readiness, community-based partnerships and a rigorous/diverse science program. We serve a diverse body of students across all five boroughs with a majority of our students coming from district six. Our school register is 427 students. Our student population characteristics are comprised of 81.03% Hispanic; 14.99% African American and 3.98% other. Currently, 40.98% of our total population of students are English Language Learners (of these, 18% are Entering, 20.1% are Emerging, 28.3% are Transitioning and 33.5% are Expanding); 31.2% of these students are SIFE; 18.5% of our population are students with an Individual Education Plan and of these, 15.9% receive SETTS supports. For our students we provide Push-In ELL supports as well as Integrated Co-Teaching classes for our Students with IEPs. Also, we provide after-school tutoring and a Saturday Academy to provide tutoring and Enrichment programs to service these students.

To support teaching and learning, we have developed supportive structures in two principle areas: (1) a professional growth system supporting the implementation of a common core curriculum, and, (2) a system for measuring the impact of that provision relative to student learning and achievement. These structures support Rigorous Instruction, one part of the Framework for Great Schools. This ties to our school's priority which is to build teacher facility to analyze formative and summative assessment data in order to develop differentiated curriculum and instruction to improve Regents performance outcomes.

Our schools’ instructional focus is to engage students in high quality Common Core aligned, collaborative, text-based discussions and writing tasks as a means to access, process, deepen and demonstrate their content and concept understandings within and across subject areas. We believe that students learn best when learning is socialized and collaborative. As a result, administrative policies, instructional practices, and curricular provisions aim to support our instructional focus and Danielson components 1e, 3b, 3c, and 3d. We feel these to be high leverage components in transforming teaching culture. They speak to intentionality in design and focus attention on the direct relationship between the types of questions we ask, along with the kinds of thinking these questions provoke.

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

- Our lead partner, Catholic Charities, which supports: college-readiness, advisory, social/emotional support services, academic intervention services, SAT prep, mentoring, transitioning, parent engagement, STEM, experiential learning & Life Skills.
- A collaboration with Community School Board Twelve focusing on our student government representatives who attend monthly board meetings.
- A partnership with the Manhattan Borough President's Office to support the implementation of the Career and Technical Education program by providing grant opportunities
- A partnership with the Office of Career and Technical Education to provide training for the staff and administration as well as materials necessary to launch the program
- A collaboration with the Center for Supportive Schools' Peer Group Connection to support the social and emotional needs of our students.
- Partnership at Isabella Geriatric Center for students to visit the institution and learn of the opportunities available to students should they choose this career path
- Cornell University collaboration, offering a Hydroponics and Aquaponics course
- Student Government Activities: theme dances, spirit days, bake sales, attendance at community board meetings

Our school has an active student government that includes all grade groupings. This group of students is heavily involved in the organization of activities in the school: school dances, school bake sales, school service projects, etc. Our student government has regular meetings to include and inform student representatives of school policies. Additionally, there are monthly Town Hall meetings for each grade level to celebrate student success regarding academic progress toward graduation, perfect attendance, the most improved students and so forth. This is used as a vehicle to improve student academic success/participation and allows students to have a voice. We have a significant number of clubs, extracurricular activities and college readiness programs. These include: Game Club, Film Club and the Musical Production Club. Student achievement is posted around the school – perfect attendance, Principal’s honor roll, high honor roll, passing Regents/classes, etc. We offer the credit accumulation programs, Regents prep/tutoring and other academic interventions to support at-risk students. The school implements credit accumulation programs during the school year and employs winter and spring breaks for state-approved online credit accumulation programs.

A strength is that we continue to increase and improve our course offerings related to Health Careers and Sciences, which are integral for our theme-based program. Some of these courses include Environmental Science, Psychology, Ecology, Computer Science, and Anatomy and Physiology. We have also implemented a Dual Language Program that will be expanding from 1 grade to 3 grade levels where select students will have 50%/50% immersion in both English and Spanish in core content areas. The school climate and culture is a clear strength. We continue to strengthen academic interventions and social-emotional supports for students and maintain a student peer-counseling program through the Peer Group Connection.

The Capacity Framework Elements in which the school exhibited the most growth are Effective School Leadership, Collaborative Teachers and Strong Family-Community Ties. Some examples of growth made in Effective School Leadership and Collaborative Teachers are: in school year 2016-2017, we achieved ratings of Well Developed indicator 1.4 - Positive Learning Environment and indicator 4.2 - Teacher Teams and Leadership Development. In the 2017-2018 school year, we achieved a Well Developed rating in indicator 5.1 - Monitoring and Revising Systems. We created and supported credit accumulation programs along with Regents prep/tutoring and credit recovery programs, which students attended consistently. In addition, we increased college and career readiness offerings for students including a college advisement team. Lastly, students and teachers alike are both empowered; students have an active student government and Town Hall meetings where they can voice their concerns. Teachers have a teacher team configuration by content area, where they are led by teacher team leaders, who also meet on a weekly basis with the administration. Joint School Cabinet and Team Leader meetings also support shared-decision making and effective leadership collaboration. In the team leader/administrative meetings, teacher team leaders introduce concerns, initiatives, policy ideas and professional development ideas that support our school community. The school administrative team reviews all initiatives/policy ideas and a vote is conducted with teacher team leaders.
initiatives are then introduced to all teacher teams and a final vote is made in the team leader/administrative team meetings.

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

Our teachers, parents and students utilized a common grading system: Skedula/Pupil Path. This system allowed students and parents to remain informed of current academic standings in every class. Teachers have created Common Core aligned units, which they are continually refining. They continue to meet in teams and evaluate their work. Each department engages in collaborative inquiry through the implementation of the Data Wise Improvement Process, and the school has adopted common planning time for teachers to augment their practice. Additionally, our community lead partner, Catholic Charities, administers surveys to the students to ensure that each child has someone s/he feels connected to.

Areas of focus for us this year are to ensure that the schools’ instructional focus is prevalent and consistent in each classroom through all content areas. In addition, we will focus on continuing to strengthen our curricular unit alignment in all content areas. Lastly, we will strengthen our interim assessment plan based on common departmental formative assessments.

The Programmatic Model for Expanded Learning Time at Health Careers and Sciences will be fostered in several creative ways to support the current Renewal Schools expectation of 7 hours and 20 minutes. One way is by embedding additional elective/core courses in students’ schedule. All students have a 9 period day to provide additional courses including a second Math, Science and/or Literacy elective to provide academic supports as well as approximately 80% of the 9th grade students participating in the CTE program by taking Health Core, a state approved Health Careers curriculum and 12th grade students having a college preparatory course. Additionally, select students based on need have been programmed for a 10th period in Science or Math to address credit gaps and/or Regents preparation.

In closing, we will continue to work with earnest to provide a quality education and experiences that will prepare our students to develop the academic, social and personal qualities necessary to realize their fullest potential as life-long learners and productive, caring citizens of the world.
### School Demographics and Accountability Snapshot for 06M468

#### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 463
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** YES
- **Dual Language:** YES
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 7
- **# SETSS (ELA):** 30
- **# Integrated Collaborative Teaching (ELA):** 95
- **# Special Classes (Math):** 7
- **# SETSS (Math):** 17
- **# Integrated Collaborative Teaching (Math):** 93

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 9
- **# Music:** 1
- **# Drama:** 4

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.4%
- **% Black or African American:** 14.9%
- **% Hispanic or Latino:** 80.3%
- **% Asian or Native Hawaiian/Pacific Islander:** 2.4%
- **% White:** 0.6%
- **% Multi-Racial:** 1.7%

#### Personnel (2015-16)
- **Years Principal Assigned to School:** 5.66
- **# of Assistant Principals:** 4
- **% of Teachers with No Valid Teaching Certificate:** 3%
- **% Teaching Out of Certification:** 18%
- **% Teaching with Fewer Than 3 Years of Experience:** 33%
- **Average Teacher Absences:** 5.66
- **% Multi-Racial of Teachers:** 1.7%
- **% White of Teachers:** 0.6%
- **% Hispanic or Latino of Teachers:** 80.3%
- **% Asian or Native Hawaiian/Pacific Islander of Teachers:** 2.4%
- **% Black or African American of Teachers:** 14.9%

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Science Performance at levels 3 & 4 (4th Grade):** N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** 64%
- **Mathematics Performance at levels 3 & 4:** 82%
- **Global History Performance at levels 3 & 4:** 54%
- **US History Performance at Levels 3 & 4:** 57%
- **4 Year Graduation Rate:** 57.5%
- **6 Year Graduation Rate (2011 Cohort):** 77.0%
- **Regents Diploma w/ Advanced Designation:** 0.9%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 5%

#### Overall NYSED Accountability Status (2018-19)
- **Reward:** No
- **Recognition:** N/A
- **In Good Standing:** No
- **Local Assistance Plan:** Yes
- **Focus District:** No
- **Focus School Identified by a Focus District:** No
- **Priority School:** No
- **Focus Subgroups:** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2017-18):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES
### Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

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

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>3.2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.5</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Our goal for the 2018-2019 school year is informed by analysis of several data sources: student performance on the Algebra I (Common Core) Regents Exam and the Living Environment Regents Exam, teacher practice, as measured via the Advance System, and district-wide initiatives.

In June 2017, 34 out of 134 (25.37%) first-time test takers passed the Algebra I (Common Core) Regents Exam with a score of 65 or above. In June 2018, 31 out of 78 (39.74%) first-time test takers passed the Algebra I (Common Core) Regents Exam with a score of 65 or above.

In June 2017, 17 out of 84 (20.23%) first-time test takers passed the Living Environment Regents exam with a score of 65 or above. In June 2018, 34 out of 63 (53.97%) first-time test takers passed the Living Environment Regents exam with a score of 65 or above.
Our school community has structured professional learning community, data-driven instruction and the Data Wise Improvement Process, a structured intervisitation system, structured instructional coaching and peer coaching, protocols for discussion and entry points to access content, and standards-based curriculum.

In reading, writing and speaking tasks, students are able to use strategies and protocols to cite textual evidence and engage in student-to-student discussion; students are not doing as well with reading and writing aligned to the content and struggle with using academic vocabulary. Teachers have begun studying student level data; giving common formative assessments, and modifying curriculum, but the instructional practices/supports that are implemented are inconsistently supporting ELL and level 1 students.

To build teacher facility to analyze formative and summative assessment data in order to develop differentiated curriculum and instruction to improve Regents performance outcomes.

The aforementioned strengths and needs were based on trends from the following sources: June 2018 Regents Exam Item Skills Analysis, 2018 NYSESLAT Data and the 2017-2018 Quality Review. An analysis of the June 2018 Regents Examination Item Skills Analysis provided by Central shows that overall average points earned on most Regents exams have increased, performance on constructed response questions such as short responses, document-based questions and essays, is an area in which our students struggle. Additionally, 2018 NYSESLAT data shows the following averages for each English Language Proficiency Areas/Modalities: 13 points out of 24 points for Listening, 14 points out of 21 points for Speaking, 13 out of 27 points for Reading, and 5 out of 12 points for Writing. Furthermore, the Quality Review from 2017-2018 indicates “The strategic use of scaffolds supported most students’ access to being engaged in appropriately challenging tasks, however similar clearly purposeful strategies were not implemented with the same level of high-quality supports in all classes.”

Part 2 – Summative Vision for Rigorous Instruction

What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

We believe that students learn best when learning is socialized and collaborative. This is reflected in our school’s instructional focus: to engage students in high quality, Common Core-aligned, text-based discussions through a range of strategies, as a means to access, process, deepen, and demonstrate their content and concept understandings within and across subject areas.

We have the following structures in place:

- Professional Learning Community teacher teams
- Instructional Cabinet
- Instructional Leads Planning Committee
- Coach/Administration Strategic Planning Committee
- Teacher Leader Instructional Support Planning Committee
- Content/ Department Level Meetings
These core beliefs are illustrated through a range of practices evident in teacher team collaboration, teacher planning, and classroom instruction.

Our school’s instructional focus is to engage students in high quality, collaborative, text-based discussions and writing tasks as a means to access, process, deepen, and demonstrate their content and concept understandings within and across subject areas.

To provide students with these learning experiences and communicate high expectations, teachers:

- intentionally plan rigorous, collaborative tasks that engage all students and require them to demonstrate their content and concept understanding, verbally and in writing
- deliver lessons using high-quality questions and techniques to facilitate text-based, student-to-student discussions and writing products aligned to the Common Core Instructional Shifts
- consistently assess and provide students with clear, actionable feedback and next steps to ensure their progress and success

To successfully participate in these learning experiences and achieve the high expectations set for them, students:

- actively engage in rigorous tasks that require the demonstration of content and concept understanding, verbally and in writing
- thoughtfully and respectfully respond to high-quality questions, both verbally and in writing, using text-based evidence, as well as academic and content vocabulary (Common Core Instructional Shifts)
- give and apply actionable feedback and next steps from teachers and peers to improve work products and further develop skills and understandings

We believe students build the academic skills and personal behaviors to be successful in both college and career when learning is socialized and collaborative. Through this approach, all students have opportunities to generate ideas and express their thinking through text-based discussions and writing.

We have several methods for promoting the instructional focus consistently across classrooms, including but not limited to:

- School Policies: All members of our school community are informed of what our instructional focus “looks like” in action and practice through our Schoolwide Instructional Expectations; this document is referenced and reviewed on a regular basis over the year.
- Classroom Observations: Administrators provide teachers with actionable feedback and next steps that reflect our instructional focus.
Coaching Support: Coaches, Instructional Lead teachers, and our Teacher Leaders (Model Teacher, Peer Collaborative Teacher) use our instructional focus as a lens for structured inter-visitations; feedback and next steps provided also align with these expectations.

Learning Walks: School leaders, coaches, and Instructional Leads conduct classroom walkthroughs, visiting 6-8 classes, and align their observations and holistic feedback and next steps to our instructional focus.

Lab Classrooms: Our Peer Collaborative Teacher, Model Teacher, and select Instructional Leads work with coaches to enhance their classroom practice so that colleagues can visit to observe our instructional focus “in action”; teachers apply their learning and findings from these to inform their own practice.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

Our vision:

- Provide a high quality common-core aligned curriculum that supports the state scope and sequence. Currently in mathematics, we are implementing the EngageNY curriculum, in Science we are implementing New Vision, ELA HMH core curriculum in SS we are implementing New Visions core curriculum with Passport Integration.
- With curriculum, our expectations and professional development support reading, writing and discussion aligned to the content.
- Additionally, we support a data-driven curriculum where teachers use common summative and formative assessment.
- In order to support academic curricula/content access, content-specific departments have created various Regents-aligned strategies/protocols to support student learning.
- Priority for us to support Common Core standards is to engage students in high quality common core-aligned text-based discussions and evidence based reading and writing. We also support students in text-dependent questions. Writing and use content specific vocabulary to show understanding and reading comprehension is infused in all content areas.
- In mathematics, we are focused on coherence within and across grades, fluency of skills required by major standards, and the student development of deep understanding of core math concepts.

Common-core aligned curriculum will be implemented in all classrooms. Instruction will be delivered and supplemented with strategic, evidence-based grouping structures, to provide ample opportunities for students to engage with key concepts and turning points through rich text-based discussions and frequent writing tasks. Student progress towards learning goals will be tracked, monitored, and used to inform revision to instruction through the administration and analysis of frequent assessments.

Teacher and student programs are intentionally designed to address evidence-based learning needs including supports as well as Advanced Placement courses. Additionally, some grade levels will provide secondary literacy courses to provide supports for our ENL students. Students will also be enrolled in supplementary math and/or
science courses - either electives or intervention programs - based on their instructional needs and required levels of support or extension.

We believe our students learn best when teachers design curriculum that is flexible, engaging, and accessible to all learners, with frequent opportunities for students to practice and improve their skills to demonstrate mastery. To design high-quality instruction, teachers:

- Offer student choice whenever possible
- Allow students to demonstrate their learning in multiple ways and formats
- Design extensions to challenge high-performing students to apply their skills in new and creative ways
- Provide multiple means for students to access content and skills
- Select texts and resources that are culturally relevant and meaningful to students experiences
- Arrange experiential learning activities to museums, events, and performances connected to the curriculum
- Remove scaffolds and supports when students demonstrate independent mastery

To provide teachers with opportunities to enhance and improve their curricula, administrators, coaches, Peer Collaborative Teacher, Model Teacher, and Instructional Leads:

- Establish and share school-wide templates and tools for curriculum documents to ensure consistency, common understandings, and alignment across grades and subject areas
- Demonstrate best practices by creating exemplar curriculum documents and tools for use with teacher teams
- Support teachers in designing rigorous, Common Core-aligned summative assessments (Performance Tasks) to anchor and guide student learning
- Support teachers in designing frequent, common formative assessments to anchor and guide student learning
- Model how to use student work and evidence of learning to inform, modify, enhance, and extend curricula so that all learners are appropriately challenged
- Ensure curricula reflects our school’s core beliefs of how students learn best and our instructional focus
- Provide teachers with actionable feedback on their draft curricula materials for revision and refinement using the New York City DOE Literacy Instructional Materials Review Rubric
It is expected that all teachers:

- Use the school’s standard templates for all curriculum documents
- Upload, share, and digitally collaborate on curriculum documents in the appropriate folders on the Drive
- Submit all unit plans to your direct supervisor for feedback for revision
- Plan and implement a minimum of three summative assessments (Performance Tasks) for semester-long courses and six summative assessments for year-long courses
- Utilize findings from analysis of student work to inform and enhance instructional plans
- Apply feedback and suggestions from administrators, coaches, and colleagues to revise and refine curriculum plans
- Incorporate Collaborative Professional Learning Community (CPLC) Strategies to differentiate and revise curriculum for all levels of learners

To further support our students in building literacy skills that will prepare them to be successful in college and careers and develop a lifelong love of learning, we are implementing Literature Circles as an instructional routine in ELA classrooms. Select teachers will continue to attend professional development training workshops offered through the NYC Department of Education to ensure effective implementation of Literature Circles in their classrooms.

Lastly, we have purchased updated curriculum materials, including new textbooks, so that students can have copies to keep at their home and use for regular homework assignments and ongoing reference. By applying the skills they learn in the classrooms independently to high-quality textbooks, students will improve their conceptual understanding of the content for each course they take and build the requisite habits of mind for success in both college and careers. This strengthened understanding will lead to improved outcomes on Regents Exams and in their future educational experiences.

Our school’s curriculum focus is to establish a common language and set of expectations for curricula that is consistently evident across classrooms so that it is accessible for all learners.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

Students will have the opportunity to take four core Advanced Placement courses in the upcoming school year - AP Literature and Composition, AP Language and Composition, AP United States History, and AP Environmental Science, as
well as AP Studio Art: 2-D Design and AP Statistics. Additionally, they have opportunities to take College Now courses coordinated through our College Advisor.

All 9th graders will be enrolled in an Advisory program, focusing on leadership skills and successful habits of mind, throughout partnership with Peer Group Connection (PGC). A select group of 11th and 12th graders will be trained in the PGC Leadership curriculum and be responsible for mentoring and teaching a class of 9th graders on a weekly basis.

Cohort Groups in 9th, 10th and 11th grades will participate in a Dual Language Program where they will be immersed in both English and Spanish for all of their core classes to develop their biliteracy.

All 9th graders will be enrolled in the school’s CTE program for Nursing. The program will begin this year with the Health Core Curriculum.

To further support our science-based initiatives, we are offering several electives in the 2018-19 school year, including Psychology, Ecology, Physics, Chemistry, Marine Biology, Anatomy and Physiology and Hydroponics/Aquaponics.

These diverse course offerings are made through the support of our Programmer consultant, who collaborates regularly with our full-time Programmer, Guidance counselors, and school leaders to review student data and inform the development of a range of rigorous and engaging classes for students.

Units of study are aligned to instructional shifts. Teachers develop learning plans with knowledge of the standards and implement appropriate scaffolds when necessary. To ensure these documents reflect the instructional shifts, all curriculum materials are shared by the school community on Google Drive so that administrators and coaches can provide feedback for improvement by inserting Comments; teachers revise, reflect, and review these documents consistently over the school year.

What do you envision the delivery of instruction to look like so that all students are set up for success?

Lesson plans are informed by both formative and summative student assessment data. The curriculum supports reading, writing and discussion aligned to the content.

Across classrooms, lessons are anchored in skills-based outcomes (Aims) and delivered through effective direct and indirect teacher instruction. Students are intentionally grouped in configurations best suited to the learning goals of the lesson and the varied needs they have demonstrated.
Classroom instruction must be designed coherently so that students' build and enhance their skills as they progress through the curriculum. Teachers formatively assess student learning on a frequent basis; this data is analyzed and used to inform strategic instruction for whole-class, small groups, and individual students.

Teachers model skills and thinking routines for students, rather than simply providing them with an example. These think-alouds demonstrate the approach and tasks students will then use in small groups and independently.

Over the course of a unit of instruction, students are provided with multiple opportunities to engage in structured conversations and evidence-based discussions before producing a written analysis response.

Language supports are given where appropriate, depending on the specific program that best supports students’ needs. Appropriate scaffolds such as dictionaries, glossaries, graphic organizers, and/or visual aids are given as needed or where appropriate.

We provide an instructional environment where students have subject-specific notebooks, appropriate grade-level materials, technology-infused instruction (chromebooks, interactive whiteboards, Google classroom).

How do you envision teachers using multiple entry points to ensure the success of every child?

To support our teachers in developing flexible curricula that provides a range of multiple entry points, our Schoolwide Instructional Expectations require that all lessons include opportunities for student-to-student discussion as a means to provide access to all learners. Teachers also incorporate specific reading and writing strategies and thinking routines into their instruction so that all students can fully participate in rigorous tasks and produce meaningful work products.

Examples of these strategies include:

- Frayer Model: Thinking about a new word in this way helps students develop a more thorough understanding of its meaning and connection to their own background knowledge.

- Interactive Lecture: This method of instructional delivery that includes several opportunities for students to engage with the content and skills they are learning with classmates at periodic points of a planned lecture.

- Mind Mirrors: When used in reading literature and fictional works, this strategy supports students in accessing the text and examining character development; when used in reading informational texts this strategy supports students in understanding key aspects, beliefs, and characteristics of important individuals through text-based dialogue and collaboration.
· **Read/Think, Write, Pair, Share:** This paired cooperative learning strategy improves reading comprehension, increases classroom participation and accountability, and allows the teacher to gage student and class understanding of the key concepts in the unit.

· **See Think Wonder:** This routine encourages students to make careful observations, develop thoughtful interpretations, and create their own questions that may set the stage for further research, inquiry, and exploration.

· **Text Rendering:** This protocol supports students as they collaboratively construct meaning, clarify, and expand their thinking about a text.

· **Multi-Paragraph Outline:** This graphic organizer tool supports students in learning how to construct a composition that includes an introduction, body and conclusion.

· **Say, Mean, Matter:** This strategy helps students question the text, search for deeper meanings, and make connections between text and their lives.

· **RACE Strategy:** RACE is an acronym that supports students in answering open-ended response questions (Restate, Answer, Cite, Explain).

· **Text-Graffiti:** The strategy serves several purposes: to activate prior knowledge, to engage students in analysis and interpretation early in a unit, and to assess students’ readiness to engage with the complex text - and ideas or concepts.

· **Collaborative Carousel:** This is a communicative and interactive opportunity for students to get up and move around a room in a circular fashion, stopping intermittently to comment, discuss, or respond (verbally or in writing) to probing headings/questions/topics/themes posted by the teacher related to a given topic/theme.

Glossaries: are used to help students to translate texts dealing with very specific content.

We are offering a range of programs and digital applications to better support struggling students in developing the skills they need to be successful, particularly on state assessment Exams. These programs include CASTLE Learning and Achieve3000 - both of which allow teachers to design customized instruction for individual students to target skill gaps, as well as to generate a wealth of student data for analysis and to track and monitor progress towards goals.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

We have a multi-faceted approach to assessment systems for the upcoming school year. Baseline assessments, including Gates-MacGinitie and the San Diego Quick Test, will be administered at the beginning of the school year.
Common Midterm and Final Exams, aligned to the curriculum, will be administered at quarterly in core classes.

Mock Regents Exams will be administered at the beginning, middle, and end of school year. The resulting data will be disaggregated and analyzed by teacher teams to inform strategic planning.

Teachers will administer frequent, common formative assessments to gauge student understanding that will also help address curricula updates.

All educators will select student writing products, in response to a department-based prompt, to be included in their Writing Portfolios four times over the course of the school year. Student responses are evaluated using our Common Writing Skills scoring system to ensure alignment and monitor progress towards goals.

In addition, next year we are establishing a Data Wise Team, detailed below:

The Data Wise Improvement Process is a step-by-step cycle that teams of educators can use to build an evidence-based culture of collaborative inquiry to make sense of data and ultimately use it to drive improvement. It brings coherence to a school’s improvement efforts while building the capacity of teachers and school administrators to create long-term success.

Data Wise Model Sites and receive on-site coaching from ORS staff members, professional development from Data Wise expert consultants, and off-site training opportunities from Data Wise staff members.

Data Wise is an 8 step process that guides teams of teachers and school leaders to:

1. Organize for Collaborative Work using a rolling agenda, engaging in a plus/delta protocol, assigning specific roles to team members.
2. Build Assessment Literacy through creating a data inventory, analyzing assessment data and reviewing basic statistical principles
3. Create a Data Overview using charts and graphs that are clearly labeled and easy to understand
4. Dig into Student Data by examining student work samples from classroom assessments and exit tickets
5. Examine Instruction through teacher observations and intervisitations

6. Develop an Action plan based on findings from digging into student work and examining instruction

7. Plan to Assess Progress by determining what evidence to collect and how and when to collect it in order to show impact of agreed upon interventions and changed practices

8. Act and Assess by reflecting on the impact of agreed upon interventions and changed practices

Please indicate below the specific assessments that you are implementing and their purpose for each grade.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Living Environment Mock Regents Exam</td>
<td>Diagnostic</td>
<td>9-10</td>
<td>To establish students' level of proficiency in the content and skills assessed on the Living Environment Regents To inform and prioritize instruction for the fall semester</td>
</tr>
<tr>
<td>Living Environment Writing Portfolio Collection Task #1</td>
<td>Formative</td>
<td>9-10</td>
<td>To evaluate student performance and conduct a thorough needs assessment on constructed response questions To provide students and teachers with meaningful, actionable feedback and next steps for improvement</td>
</tr>
<tr>
<td>Living Environment Fall Midterm Exam</td>
<td>Benchmark Formative</td>
<td>9-10</td>
<td>To monitor students' progress towards goals To enable teachers to design evidence-based learning plans for whole-class, small group, and one-on-one instruction</td>
</tr>
<tr>
<td>Living Environment Writing Portfolio Collection Task #2</td>
<td>Formative</td>
<td>9-10</td>
<td>To evaluate student performance and conduct a thorough needs assessment on constructed response questions To provide students and teachers with meaningful, actionable feedback and next steps for improvement</td>
</tr>
<tr>
<td>Mid-Year Mock Living Environment Regents Exam</td>
<td>Benchmark Formative</td>
<td>9-10</td>
<td>To monitor students' progress towards goals To enable teachers to design evidence-based learning plans for whole-class, small group, and one-on-one instruction To further inform and prioritize instruction for the spring semester</td>
</tr>
</tbody>
</table>
### Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

- **By June 2019, there will be a 10% increase of first time test takers scoring at least a 65% on the Living Environment Regents as a result of teachers use of data from frequent common formative assessments to inform strategic instructional planning as compared to the first time test takers on the 2017-18 Living Environment Regents exam.**

---

**Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:**

**Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?**

<table>
<thead>
<tr>
<th>Progress Towards Graduation - Years 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework: Rigorous Instruction</td>
</tr>
<tr>
<td>Regents Completion Rate</td>
</tr>
</tbody>
</table>
4 Year Completion Rate
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sib program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to support SOP Teacher Professional Development initiatives...Teachers, in collaboration and with support from instructional coaches and administrators, will select and develop core curriculum assessments, tools, resources and materials to use in Living Environment. This will support targeted regents prep classes(weekday &amp; Saturday).</td>
<td>Teachers</td>
<td>Regents Completion Rate</td>
<td>weekly from September 2018 - June 2019</td>
<td>Teachers, Coaches, Administration, Peer Collaborative Teacher, Model Teacher, Instructional Leads</td>
<td>Setting a calendar for submission and review of curricular materials; review interim assessment data as per Mock Regents and in-class common assessments</td>
</tr>
<tr>
<td>Teachers will provide students with a well-communicated syllabus featuring clear grading policies and assessment calendars.</td>
<td>Students</td>
<td>Regents Completion Rate</td>
<td>semesterly in September 2018 and January 2019</td>
<td>Teachers, Coaches, Administration, Peer Collaborative Teacher, Model Teacher, Instructional Leads</td>
<td>Setting a calendar for submission and review of curricular materials</td>
</tr>
<tr>
<td>Engage teacher teams in structured professional development sessions to train them in collaborative strategic data analysis to inform targeted instruction.</td>
<td>Teachers</td>
<td>Regents Completion Rate</td>
<td>weekly from September 2018 - June 2019</td>
<td>Teachers, Coaches, Administration, Peer Collaborative Teacher</td>
<td>Review and assessment of PD plan and materials as set by a calendar around term start and end dates</td>
</tr>
</tbody>
</table>
Using the Mock Regents exams, teachers will engage in inquiry work around assessment results to track student progress and collaboratively develop instructional plans to extend and remediate skills for targeted groups of students. Teachers will determine actionable next steps and plans of action related to content, concepts, science skills, thinking skills, and reading and writing literacy skills. This information will be shared in student conferences and with the administration.

Throughout the year, administration will conduct both formal and informal observations to assess implementation of collaboratively designed extensions and modifications, curriculum alignment and pacing, and provide teachers with actionable next steps.

**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We plan to engage parents/families through a series of PA Meetings, Parent Learning Walks and SLT Meetings.

The first Monday of every month, from October 2018 - May 2019, the PA meeting is held and run by the Parent Coordinator, Parent Liaison and Principal to communicate the expectations of what is going on in the school as well as making them aware of the necessary supports available to their students including extended learning time, Saturday tutoring and other programs offered through our partnerships.
The second Wednesday of every month, from October 2018 - May 2019, we host a Parent Learning Walk, facilitated by our Parent Liaison, where parents are invited to walk in and observe classes in order to see the expectations being set by the school to ensure the students’ success.

All activities are overseen by the CBO and the Administration in collaboration with the other school stakeholders.

**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, lead CBO’s community school budget, etc.

Fair Student funding

Title III for ELL support in social studies

Title I SWP

Literacy Coaches

Administrators and teachers

School Borough Support

Renewal Coaches

Saturday Academy

Catholic Charities Grant Funding (food expense for student academic program/regents prep)

Funding will also be used to provide training and supports for teachers embedding Rewards and Imagine Math.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, 70% of first-time Living Environment Regents Exam students will score at least 15 points higher on the Mid-Year Mock Regents Exam in comparison to the Baseline Mock Regents Exam.
| Part 6b. | Indicate the specific instrument of measure that is used to assess progress.  
Mock Regents Reports |
| Part 6c. | In **February 2019**, 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

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

- **Data from the Quality Review from 2016-2017 and 2017-2018** shows that our school was rated “Well Developed” in 1.4 Positive Learning Environment. The following quote is from the 2016-2017 Quality Review: ‘School leaders and staff strategically develop professional development opportunities and family outreach to connect with student learning and support. Impact: Structures are in place that support an inclusive and safe environment that ensures student voice is meaningfully incorporated and allowed to initiate, guide and lead improvements to school culture.”

- **However, according to the NYC Survey 2017-2018,** Preventing Bullying is an area of focus as the data is 9% below the Borough Average. Though we do have support services including an attendance team, success mentor program, mental health clinic and social worker, we must strengthen alignment of all of the school support services to support students’ social-emotional development health.

The school pursued and is receiving Community School Funding, and DYCD’s In-School-Youth (ISY) funding to supplement the socio-emotional development initiatives at the High School. Catholic Charities Community Services (CCCS) is the service provider for the Community School and ISY grants. Because of this additional funding club offerings and extra-curricular activities are available to students after school and on Saturdays.
We continue to increase incentive-based programs to improve student motivation such as award ceremonies, motivational lunches and rituals (Town Hall meetings) that routinely recognize student success (academic, citizenship/leadership, and attendance, most improved and service).

The Community School has partnered with New York Presbyterian (NYP) Hospital to bring in a robust mental health support system. Mental health staff include one full-time LMSW and shared access to two full-time Ph.D psychologists. Mental health staff work closely with Community School staff and school staff to provide a wealth of mental and emotional health services for all students in the school.

With the support of CBO partnerships, the school Student and their families have improved and enhanced parent-teacher communication and interaction to further student achievement. We have used the Skedula/Pupil Path system, the school phone messenger, a monthly Principal's newsletter, monthly parent workshops, and parent learning walks. In conjunction with Catholic Charities, we will continue to strengthen academic interventions and social-emotional supports for students and will enhance our student peer-mediation program for improved conflict resolution. In addition, the school engaged parents in an off-site retreat to build community among the school's parents.

Part 2 – Summative Vision for Supportive Environment

What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

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

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

The following Social Services are offered to all students and their families to address the underlying issues which, when not satisfied, often leads to chronic attendance and academic declines:

- Immigration Services - 4 clinics yearly, meeting with and assessing up to 85 students and families immigration legal service needs. These free and confidential services are offered through Catholic Charities Community Services Immigration Services.
- Food Services - Referral and in-house food services to students and families facing food insecurity. These services are offered through Catholic Charities in partnership with Goya.
• **Housing Supports** - Referral services to students and families in need of housing services through Catholic Charities Community Services housing division
• **Family Case Management** - in-house and referral family case management services supporting family assets mapping and development
• **Employment Services** - Paid work opportunities for over 200 students through Catholic Charities Community Services Employment Services. These are school year and summer opportunities available to all students of the school
• **Vision Screening** - Through the supports of the Community Schools Program, all students at the High School for Health Careers and Sciences are vision screened and provided with free Warby Parker glasses if deemed necessary
• **Dental Health Services** - Referral dental services to all students of the school

Parents are encouraged to be a part of the school community, parents are encouraged to engage in the following:

• **School Leadership Team (SLT)** - School-level decision making team
• **Parent Association Meetings** - Monthly meetings engaging parents and families. Leadership and skills development is a key element of these monthly meetings
• **Parent Learning Walks** - Monthly parent walks through classrooms while in session. This is a great opportunity for parents to better understand the school and how they can support home
• **Workshops** - Capacity building workshops offered during the day and afterschool
• **Adult Education Classes** - 3 English Language classes for adults of the community. Classes meet from 6-9pm Tuesday through Thursday each week
• **Parent Retreat** - Yearly community building retreat
• **Parent Teacher Conferences** - 2 sets of parent teacher conferences encourage parents to meet with their children’s teachers

Along with the lead CBO the school works in close partnership with the following partners from the community:

• **Community School Board**
• **Isabella Geriatric Center**
• **Cornell University Collaboration**
• **CUNY**
• **College Board**
• **NY Presbyterian**
• **Center for Supportive Schools**
• **Ramapo for Children**
• **Good Shepherds Services**

There are regular student government meetings and Town Hall meetings where students feel empowered and take a role in establishing school culture. Students are more vocal at Town Hall meetings and realize the power of voicing their ideas. Clubs and athletic teams are up and running and impacting students’ view of self and their learning environment. Our CBO’s have supported: mentoring for targeted students in all grades, building student’s life skills and leadership development. Our CBOs foster academic enrichment, recreational opportunities, and college/career advisement. To support the arts and improve students’ social/life skills, our CBO funded and will continue to support The Opus Dance Theater Project.
The Lead CBO has partnered with the Center for Supportive Schools to provide the Peer Group Connection program. This is a leadership program for 24 juniors and seniors, and a mentoring program for all freshman in the school.

- Catholic Charities Community Services, the lead CBO, through the DOE Community School grant and DYCD In-School Youth Program funding, employs 10 fulltime staff members (3 youth advocates, 1 family advocate, 3 college and career readiness trainers, 1 MSW Social Worker, 1 adult education program coordinator, and a program director). All CBO staff work extensively with students and families developing life and leadership skills, mentoring and addressing attendance supports, facilitating targeted and general supportive groups, conducting and overseeing afterschool enrichment activities. Additionally, Good Shepherds Services operates....
- We have a Campus Manager who supports all four school within our campus school. The campus manager meets weekly with building principals to align common practices within building. Campus Manager also oversees common support staff and works in partnership with School Safety to promote and ensure a safe, supportive learning environment for all students.

The school in collaboration with CCCS, the lead CBO, has increased the amount of social supports for students and their family's in this school and within the community through partnership. The school is committed to providing holistic supports for the entire school community to feel welcomed, safe, and understood while at the high school for Health Careers and Sciences.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Charities</td>
<td>Our lead partner Catholic Charities supports: college-readiness, advisory, social/emotional/mental health support services, academic intervention services, SAT prep, mentoring, transitioning, parent engagement, STEM, experiential learning &amp; Life Skills.</td>
</tr>
<tr>
<td>Good Shepherds Services</td>
<td>Student Success Center located adjacent to the lunch room. This is a supportive services center for all students of the school ensuring that all students have a higher education and career plans.</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

Parents are an integral element to our success. Through the support of parents we have increased attendance at family events significantly in the past year. We have parents supporting decision making in the school based on data, parents participating in on and offsite workshops and trainings teaching the skills to support school leadership. The CBO has hired part time, a parent to conduct outreach for all the opportunities the school offers. Parents are encouraged to engage in the following:

- School Leadership Team
- Parent Association Meeting
- Parent Learning Walks
Parents are leading thought partners and the school has fostered community development among students families.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, we will increase students' social and emotional health by demonstrating an increase in students’ responses from 63% to 75% as it relates to the “Preventing Bullying” section of the NYC Learning Survey.

Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Rigorous Instruction</td>
</tr>
</tbody>
</table>


### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students at Health Careers, especially at risk students</td>
<td>Student Attendance</td>
<td>September 2018 to June 2019: There will be monthly grade level Town Hall meetings and student award celebrations at the end of each marking period (six times per year)</td>
<td>School Leadership Team, Parents Association, Parent Coordinator, assistant principals, teachers, Catholic Charities and other school community partners.</td>
<td>School Student Survey Participation &amp; Attendance Student Engagement</td>
</tr>
</tbody>
</table>
so that we might revel in the joy of diversity. We are attempting to enhance our comprehensive structure for a school-based intramural league, which will encompass most athletic sports. School-based teams are collaborating with external partners to increase internships, community service, and student leadership. Day and after school groups addressing in school bullying both student and staff led will be conducted throughout the year.

<table>
<thead>
<tr>
<th>Success Coaching initiative - with the support of the lead CBO, the school will continue the Success Coaching Initiative. Through this, all students are assigned an attendance coach/mentor to support them with the barriers to their success. Success Mentors will encourage and coach students to engage in school day and after school group work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students. Students below 95% attendance</td>
</tr>
<tr>
<td>Student Attendance</td>
</tr>
<tr>
<td>Beginning Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>School Leadership Team, Parent Coordinator, assistant principals, teachers, Catholic Charities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Utilize school-developed parent and student surveys and questionnaires to measure steps to success. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families &amp; Caretakers of students</td>
</tr>
<tr>
<td>Student Attendance</td>
</tr>
<tr>
<td>Parent surveys will be done at the beginning of fall and spring semester; parent workshops will occur a minimum of</td>
</tr>
<tr>
<td>School Leadership Team, Parent Association, Parent Coordinator and school-community partners, along with consultants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Student Survey Participation &amp; Attendance</th>
</tr>
</thead>
</table>

Student Engagement
level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents’ capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child’s progress by training parents in the effective use of Skedula/Pupil Path. And will conduct multiple Parent Learning Walks to various classrooms throughout the school. Students will be surveyed at different times in the years with questions that reflect those of the NYC Learning Survey in order to gauge their input.

two times per month.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Through the monthly Parent Learning Walks on the second Wednesday of the month, and monthly PA Meetings on the first Monday of the month, the staff will inform the parents of supports being provided to their children. Additionally, from September 2018-May 2019, the Principal sends home monthly newsletters advising parents of the initiatives being done within the school and community.

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.

Teachers and Assistant Principals
Parent Coordinator

Parents’ Association

School Leadership Team

Grade level Town Hall meetings

Interim progress reports

CBO budget- Catholic Charities (Community School Funding, In School Youth Funding)

Fair Student Funding

per session for teachers facilitating activities such as clubs and trips

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

School leadership and CBO staff will conduct surveys in November 2018, February 2019, April 2019 and June 2019 that reveal students’ opinions regarding bullying and harassment, clubs, programs and/or internship offerings and their impact. This data will assess progress toward goals and will be charted/and posted.

At each administration, there is to be at least a 4% increase in positive responses from the students.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

School produced Student Survey

Part 6c. In February 2019, 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

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 4 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Our school has a robust practice of inquiry-based teacher team collaboration. All educators participate in Collaborative Professional Learning Cycles (CPLC) sessions three days a week during 6th period and engage in looking/analyzing student and teacher work, develop instructional plans to extend and remediate student skill gaps, and hone their implementation of a specific strategy across their department. Teachers also inter-visit and analyze Low Inference Transcripts and Implementation Alignment Checklists to hone strategies and improve their practice and coherence across classrooms.

This work is designed to address our school’s priority, which is to build teacher facility to analyze formative and summative assessment data in order to develop differentiated curriculum and instruction to improve Regents performance outcomes. From this, we have devised the following Problem of Practice to drive this work:

In reading, writing and speaking tasks, students are able to use strategies and protocols to cite textual evidence and engage in student-to-student discussion; students are not doing as well with reading and writing aligned to the content and struggle with using academic vocabulary. Teachers have begun studying student level data; giving common formative assessments, and modifying curriculum, but the instructional practices/supports that are implemented are inconsistently supporting ELL and level 1 students.

During our Collaborative Professional Learning Cycles, department teams engage in the Data Wise Collaborative Inquiry Improvement Process and in learning about Writing Strategies to address Common Core Learning Standards and shifts...
required on state Regents examinations. Teams have focused on text-based answers in literacy and application in mathematics. Multiple department teams have also focused on content and academic vocabulary acquisition.

Department teams collaboratively determined a learner centered problem by analyzing aggregated and disaggregated student data and work, determined a teacher problem of practice by conducting and analyzing intervisitations, and developed an instructional strategy that builds a common high level skill to meet the needs of varied learners. Teachers documented the process of developing a Learner-Centered Problem, Problem of Practice, and an Action Plan through a shared “running” Google Doc that features analyses of student work, shared successes and challenges, inter-visititation notes and trends, implementation alignment checklists, as well as collaboratively developed strategies and rubrics.

Implementation of the department-wide strategy is monitored in several ways: Learning Walks, informal and formal classroom observations, inter-visitations, teacher anecdotal feedback, lesson analysis, student work analysis. This information is shared and reflected on at Instructional Cabinet Meetings.

Among the different data sources we use to drive this work include: Regents Data, Quality Review results, Formative Observation Data and NYSESLAT results.

**Part 2 – Summative Vision for Collaborative Teachers**

<table>
<thead>
<tr>
<th>What is your vision for collaborative teaching?</th>
</tr>
</thead>
</table>

All educators meet during 6th period three days a week to engage in inquiry-based professional learning sessions based on the Data Wise Improvement Process from Harvard University’s Graduate School of Education. These core meetings are our Collaborative Professional Learning Cycles - CPLCs. Each department team is led by a colleague who is a teacher designated as an Instructional Lead. Our vision is to use data to improve teaching and learning, resulting in increased student outcomes.

The Data Wise Improvement Process is an 8-step process. The first three steps are focused on preparing teacher teams to engage in cycles of inquiry and the next five steps are focused on analyzing data, implementing instructional improvements, and assessing the effectiveness of the action plan. Teacher teams will engage in at least two cycles of the Data Wise Improvement Process during the course of the year. Each step is described below:

**Step 1: Organizing for Collaborative Work**

During this step, our school organizes team members to compile, inventory and manage data from various sources. School leaders establish team structures, schedules and calendars that enable team members to engage in collaborative work. This step involves setting expectations for effective meetings, setting norms for collaborative work, acknowledging work style preferences and. This ensures coherence within and across department teams.

**Step 2: Building Assessment Literacy**

During this second step, teachers discuss how skills and knowledge measured on assessments compare to the broader domain of skills and knowledge that students need to master. Teacher teams learn how to understand and explain to others how results are reported for the various class, school and state assessments that their students take. Teacher teams learn to use a common language when discussing and interpreting data, including the ladder of inference.
Step 3: Creating a Data Overview

During this third step, the school instructional leadership team narrows the scope of inquiry by identifying a focus area of school-wide instructional improvement. Next, the leadership team analyzes data related to the focus area and identifies a story that is important for staff members to think about. The leadership team presents the data pertaining to the focus area in a few well-designed charts that make it easy for staff members to see the story. Finally, the leadership team creates an opportunity for teachers collaboratively make sense of data charts and identify questions arising from the data that they are interested in exploring.

Step 4: Digging into Student Data

During this fourth step, teacher teams look at student work samples (including class work, homework, group projects, and benchmark assessments), observe students as they work, and ask students questions about their learning. Teacher teams work together to make sense of student data, using strategies to ensure that all team members contribute to the conversation. Finally, teacher teams identify a common learning challenge among students that is specific, small, within teachers’ control, based on evidence, and directly connected to a question that matters to them.

Step 5: Examining Instruction

During this fifth step, teacher teams look at teacher-generated materials (including lesson plans, assignments, and assessments), observe teaching and learning in classrooms, and ask teachers questions about their practice. Teacher teams observe teaching practice for the non-evaluative purposes of (1) developing a shared understanding of what current practice looks like across teachers and (2) generating ideas about what effective practice could look like. Teacher teams work together to make sense of instructional data, using strategies to ensure that all team members contribute to the conversation. Teacher teams identify a common teaching challenge that is specific, small, within teachers’ control, based on evidence, and directly connected to the learning challenge that they identified when looking at student data.

Step 6: Developing an Action Plan

Teacher teams collaboratively select a research-based instructional strategy for addressing their problem of practice. Teacher teams collaboratively identify indicators that describe what students and teachers will be doing and saying when they are using the instructional strategy in their classrooms. Teacher teams create an action plan that concisely captures the specific problems of learning and teaching that they will address, the instructional strategy they selected, and the list of tasks to be done (including who is responsible for doing them and by when they will be completed).

Step 7: Planning to Assess Progress

Teacher teams work collaboratively to identify or develop short- medium- and long-term data sources that they will use to evaluate the impact of the action plan on student learning. Teacher teams set goals for student proficiency and/or growth that they will measure using short-, medium-, and long-term data sources.

Step 8: Acting and Assessing

Teacher team members complete the tasks assigned to them in the action plan, including implementing the instructional strategy in their classrooms. Teacher teams assess their completion of action plan tasks and determine the extent to which what is happening across classrooms matches what they expected to see when they developed the plan. Teacher teams collect and analyze data from their short- and medium- and long-term data sources and determine the extent to which student learning goals are being met. Teacher teams adjust the action plan based on based on evidence collect about implementation and student learning. Teacher teams and the leadership team make a point of documenting, learning from, and celebrating improvements in learning and teaching.
To further make improvements on our teacher team collaboration, we plan to:

- Continually use a plus/delta protocol at the end of each Instructional Lead and Department Meeting to continually receive feedback from teachers and improve meetings and activities.
- Allocate dedicated time on alternating Thursdays for teacher leaders to facilitate structured, Professional Learning Communities (PLCs) aligned to the school’s annual goals. Teachers will have a menu of PLCs to choose from on alternating Thursdays where they will learn about practices to enact in their classrooms and will receive feedback from their peers.
- Differentiate professional learning sessions provided during CPLC times for targeted groups of teacher teams to meet separately in break-out groups:
  - Dual Language teachers will receive specialized professional development once every two weeks.

Special Education teachers will meet separately from CPLC once every month to complete students Individual Educational Plans (IEPs), in addition to their team meeting related to compliance.

Teachers engage in common planning practices where they co-plan lessons aligned to the standards, differentiate common curriculum, formative and summative assessments; teachers support parallel teaching models as well as station teaching models for Students with Disabilities and English Language Learners.

Teachers team teach in English Language Learner classrooms where the content specialist addresses the content via direct and indirect instruction and the ELL specialist addresses the language needs.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?

Instructional Cabinet members collaborate weekly to support the improvement of teacher practices and student learning. We regularly share findings from classroom visits using our Tiered Teacher Tracker. Data from this tool informs strategic coaching methods and partnerships. School leaders regularly attend and participate in CPLC sessions, as well as co-facilitate Instructional Leads Meetings.

In addition, all CPLC/Data Wise strategies are modeled by coaches in cabinet meetings to familiarize supervisors with their benefits as they align to the Danielson Framework and build student college and career ready skills. Supervisors incorporate this knowledge into their evaluations and actionable next steps.

Through formal and informal observations of classes, administrators make strategic programmatic decisions that impact student learning.

On a bi-weekly basis, during our Professional Learning Time, Special Education teachers work on developing the classroom practices that lead to high impact on student performance with the supervisor.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?
Led by a colleague designated as an Instructional Lead, teacher teams develop a research-based action plan collaboratively during Collaborative Professional Learning. Department teams move through Steps 4 through 8 of the Data Wise Improvement Process: Dig into Student Data, Examine Instruction, Develop Action Plan, Plan to Assess Progress, and Act and Assess. Norms and Protocols have been collaboratively established by the teachers to acceptable standards of professionalism.

Teacher teams engage collaboratively to analyze aggregated student data and determine patterns based on the school’s focus for Data Wise. Next, teacher teams select a group of students that represent a cross-section of the overall student population and analyze student work products to determine a shared learner-centered problem (LCP). After the team determines a learner-centered problem, teachers will engage in intervisitations to identify trends in instruction and determine a teacher problem of practice (POP). Teachers will develop an action plan that indicates what teachers will do differently in the classroom and, as a result, what they expect students to do differently that addresses the learner-centered problem. This process includes teachers identifying research-based instructional strategies and practices and agreeing on the instructional strategy the department will commit to implementing.

Teachers choose assessments to assess teacher implementation of the action plan and assess student learning. As a next step, teacher teams evaluate the impact of their action plan on student learning and adjust the action plan based on evidence collected.

Teacher teams then begin the Data Wise Improvement Process starting with Step 4 and repeat the cycle.

### How do you envision collaboration across teacher teams to improve teacher practices and student learning?

All teacher teams present to each other at various benchmark dates throughout the school year, specifically at the end of each cycle. This serves to spread inquiry honed best practices across the school. For example, in 2017-2018, the Social Studies Department developed the document-based question checklist and now other subjects are looking to see how the checklist can be implemented in their subject areas.

Instructional Leads with another year of Coaching support under their belt will be better equipped to facilitate multiple protocols across multiple teams in the 2018-2019 school year, which will result in more efficient meetings and shared leadership across the school.

### What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Work from various Formative Assessments &amp; WIT Strategies</td>
<td>Measure Student Growth in targeted Common Core Aligned Skills</td>
</tr>
<tr>
<td>Observation Reports</td>
<td>Assess Individual Teacher Growth</td>
</tr>
<tr>
<td>Learning Walks, Inter-visitations, Informal Observations, Teacher Team Meeting Agendas and Next Steps</td>
<td>Assess Collaborative Culture and Schoolwide Alignment &amp; Implementation Effectiveness</td>
</tr>
</tbody>
</table>

### Part 3 – Annual Goal
Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

- By June 2019, there will be a 10% increase of first time test takers scoring at least a 65% on the Common Core Algebra Regents through the implementation of our Data Wise Improvement Process.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

List of Renewal Benchmarks expected to improve

<table>
<thead>
<tr>
<th>Framework: Collaborative Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework: Rigorous Instruction</td>
</tr>
<tr>
<td>Regents Completion Rate</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
</tr>
</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td><strong>Develop a calendar for all Collaborative Professional Learning Cycle (CPLC) Data Wise Sessions and assessments for the 2018-19 school year</strong>&lt;br&gt;Teachers</td>
<td>Framework: Collaborative Teachers&lt;br&gt;Framework: Rigorous Instruction</td>
<td>June - August 2018 with ongoing adjustments as needed through June 2019</td>
<td>Instructional Coaches&lt;br&gt;Assistant Principals&lt;br&gt;Principal</td>
<td>Improved adherence to calendar dates; monitored at weekly Instructional Cabinet Meetings</td>
</tr>
<tr>
<td><strong>Improve two full Data Wise Inquiry Process cycles (one per semester)</strong>&lt;br&gt;Teachers&lt;br&gt;Instructional Leads</td>
<td>Framework: Collaborative Teachers&lt;br&gt;Framework: Rigorous Instruction</td>
<td>September 2018 - June 2019</td>
<td>Instructional Coaches&lt;br&gt;Peer Collaborative Teacher&lt;br&gt;Model Teacher&lt;br&gt;Assistant Principals&lt;br&gt;Principal</td>
<td>Improvement in teacher practice as recorded in Advance observation reports&lt;br&gt;Increase in student performance as measured by common formative assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Conduct weekly Instructional Leads meetings to prepare members to facilitate upcoming CPLC Data Wise team meetings</strong>&lt;br&gt;Instructional Leads&lt;br&gt;Teachers</td>
<td>Framework: Collaborative Teachers&lt;br&gt;Framework: Rigorous Instruction</td>
<td>September 2018 - June 2019</td>
<td>Instructional Coaches&lt;br&gt;Peer Collaborative Teacher&lt;br&gt;Model Teacher&lt;br&gt;Assistant Principals</td>
<td>Improvement in teacher practice as recorded in Advance ratings for component 4E - Growing and Developing Professionally</td>
<td></td>
</tr>
<tr>
<td><strong>Conduct regular Learning Walks focusing on predetermined look-fors</strong>&lt;br&gt;Teachers</td>
<td>Framework: Collaborative Teachers</td>
<td>September 2018 - June 2019</td>
<td>Instructional Coaches</td>
<td>Improvement in teacher practice as recorded in</td>
<td></td>
</tr>
<tr>
<td>Framework: Rigorous Instruction</td>
<td>Framework: Collaborative Teachers Instruction</td>
<td>September 2018 - June 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Collaborative Teacher</td>
<td>Peer Collaborative Teacher</td>
<td>Increase in teacher practice as measured through Advance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model Teacher</td>
<td>Model Teacher</td>
<td>Increase in student learning outcomes as measured on common formative assessments, Mock Regents, and Regents Exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>Assistant Principals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Working in collaboration with the CBO, the Parent Coordinator and the Parent Liaison, when monthly Parent Learning Walks are scheduled, we will include times for the parents to observe the CPL work conducted on Wednesdays during 6th period. This will allow parents to observe the work teachers are engaged in and how it relates to their child's success. The parents, guided by the Parent Coordinator and the Parent Liaison, will be able to see students engaged in their class activities which are related to engaging in student-to-student discourse, content-specific writing activities and other forms of academic practice. Parents will be able to engage with a wide range of students, not just their own, to get an understanding of what is occurring on a day-to-day basis in the school.

**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.

<table>
<thead>
<tr>
<th>SBO School Vote</th>
</tr>
</thead>
</table>

Administrators, Coaches, Peer Collaborative Teacher, Mentors, Instructional Leads, WITsi Leads, Interim Assessment Team, Curriculum Leads
Full-time AP Math

Per Diem Money for PD coverage

Renewal Coaches

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, 70% of first-time Common Core Algebra Regents Exam students will score at least 15 points higher on the Mid-Year Mock Regents Exam in comparison to the Baseline Mock Regents Exam.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

CC Algebra Mock Regents administered in November, March and May.

Part 6c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td></td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
<td></td>
</tr>
<tr>
<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
<td></td>
</tr>
<tr>
<td>Plan (RSCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td></td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual</td>
<td></td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and</td>
<td></td>
</tr>
<tr>
<td>track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td>X</td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the RSCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement; and</td>
<td></td>
</tr>
<tr>
<td>student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.

2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.

3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.

4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Instructional teams consistently analyze assessment data and student work for students they share. The majority of teachers are engaged in Data Wise, a structured, inquiry-based professional collaboration that promotes the achievement of school goals and the implementation of the Common Core Learning Standards. Our instructional teams use strategic inquiry-based methods to support at risk students and or those students who require additional support structures. Our teams have used with fidelity the New Visions Data Sorter to perform cohort analysis and identify credit gaps; create graduation action plans/next steps; evaluate marking period performance to develop Academic Intervention Services and have meticulously studied Heat Map to target chronically absent students. Our teams continually studied interim assessment data; Writing Strategies data; common frequent assessment data; student work products such as daily homework projects and class work and our Writing Portfolio model with rubric. Our teams work closely with the School-Based Health Center and School-Based Support Team to monitor support services for students who may required additional assistance. This data study has been used to create academic intervention services.

According to the SEC report, teachers feel they have a wide range of skills to teach students with diverse abilities, learning styles, and cultural backgrounds, who are low performers and who have limited English proficiency. This gap in literacy proficiency has been an area of focus for our school. A large number of students entering our program are coming in with a 3rd, 4th and 5th grade reading level and in some cases much lower. Invariably, this creates a tremendous strain on teacher level planning and preparation and has significant programmatic implications. Because students should attain New York State English Proficiency in 4 years or less, the pressure is on for students, and their
families. Research suggests that in order for students to obtain cognitive academic language proficiency skills, a period of 6 to 7 years is a common reality. The majority of our students who do not graduate on time are students who have not met the New York State Language Proficiency benchmark.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

Instructional Cabinet meetings are held on a weekly basis. The team follows a pre-determined Agenda with time-bound items and tangible meeting outcomes. As a group, we read professional texts and follow protocols to ensure equity of voice.

School leaders adhere to a transparent system of accountability that is built on a shared foundation of mutual respect and trust.

Teacher observations, Support Logs, and anecdotal evidence of instructional practice are collaboratively reviewed and used to inform targeted professional development and strategic partnerships across classrooms. Data from our Teacher Tracker is analyzed and updated periodically.

All decisions are made by the team as a unified group, never in isolation.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

Evidence-based systems and structures to examine and improve school-wide practices.

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

We develop our Professional Development Plan in collaboration with Instructional Lead teachers and Teacher Leaders over the summer to ensure consistent understanding and messaging.

Our instructional focus is printed and posted across classrooms, where teachers and students refer to it consistently throughout the year. Our vision and mission is also communicated on documents including the Staff Handbook, our school policies, and professional learning materials created by our coaches. Teachers also include these elements on their lesson plans or other curricula.
What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

The instructional vision for supporting differentiated leadership is supported by using capital resources, to hire instructional coaches, teacher leaders, and administrators who support a framework for building leadership capacity. Considering the mentioned, the various stakeholders including parents, students, the CBO and members of our school community are designated with different responsibilities and roles to lead in our educational institution. We believe in shared decision making, collaborative learning and shared responsibility.

There are multiple opportunities and methods to build teacher leader capacity.

Professional Learning Committee

Instructional Leads, representing each content area, attend weekly meetings with school leaders facilitated by Instructional Coaches/Directors of Collaborative Professional Learning, to monitor and refine the implementation of the CPLC's. These meetings will build the facilitation and leadership skills of Instructional Leads as well as monitor and refine the implementation of the CPLC’s as they pertain to these Essential Questions:

How does each collaborative professional learning cycle...

· ...result in School-wide implementation of an instructional best practice/strategy that engages all learners?
· ...inform smart actionable feedback to all community members?
· ...balance conceptual understanding with procedural fluency?
· ...inform data driven differentiated instruction to support all learners?
· ...help build the skills necessary for students to be successful in college and career?
· ...build teacher leader capacity?

Content-Based New Teacher Mentors

New Teachers will be inducted into the profession through a formal partnership with an experienced educator in their content area. Mentors attend monthly meetings with Instructional Coaches to support them in their roles and train them in the NTIMS Mentor Tracking System. These meetings will build the collaborative, facilitative, and instructive skills necessary for Mentors to support new teacher development and conduct classroom visits and debrief conferences. Over the course of the Mentoring process, these visits and debriefs may be co-facilitated by Instructional Coaches to provide Mentors with ongoing feedback and actionable next steps.

Lab Classroom Teachers

During each CPLC, teachers will develop and implement instructional best practices/strategies related to the inquiry question. Specific teachers’ classrooms that exemplify highly effective implementation will be identified and designated
as Lab Classrooms; these sites will be utilized to facilitate and enhance the ongoing School-wide adoption of these collaboratively developed approaches. Instructional Coaches/Directors of Collaborative Professional Learning will arrange and facilitate inter-visitations/debriefs to these Lab Classrooms with targeted groups of teachers to observe the instructional best practice/strategy in action and devise next steps. This process ensures that all teachers are able to effectively implement key components of the School’s Instructional Culture and gives all educators the opportunity to be respected as professionals that contribute to improved teacher practice and student learning.

Learning Walks

Throughout the course of the school year, Learning Walks will be utilized for several purposes, including:

1. School leaders, administrators, and Instructional Coaches will engage in Learning Walks to multiple classrooms, within and across schools, in order to collect low-inference objective data, identify areas of strength and areas of growth, norm and calibrate using the Danielson Framework, and collaboratively determine actionable next steps for teachers and administrative/coaching support.

2. Instructional Coaches/Directors of Collaborative Professional Learning will accompany targeted groups of teachers and Instructional Leads on Learning Walks to multiple classrooms, within and across schools, in order to collect low-inference objective data, identify areas of strength and areas of growth, and collaboratively determine actionable next steps for teachers and coaching support.

Learning Walks will be completed using a range of lenses, with different constituents in attendance and specific classrooms visited, strategically planned based on demonstrated teacher and student needs; these structures include but are not limited to:

- Visits across department classrooms to observe and track progress in the implementation of targeted CPLC instructional best practices/strategies
- Visits across a sampling of classrooms to gather evidence related to a particular indicator from the Quality Review or Danielson Framework
- Visits to a series of classrooms through lenses of different types of students (English Language Learners, Students With Disabilities, High Achieving Students, and those students struggling for reasons such as Over-Age or Long Term Absences) to ensure feedback considers multiple entry points
- Visits to lab classrooms across schools to observe new and innovative teaching tools and techniques as a means to inform and enhance Instructional Lead and Coaching practice

New Teacher Professional Learning Plan
New Teachers will be inducted into the profession through a formal partnership with an experienced educator in their content area who they will meet with once/week. New Teachers will also attend bi-monthly meetings facilitated by Instructional Coaches/Directors of Collaborative Professional Learning to build their reflective skills and support their growth.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?

By measure of distributive leadership and shared-decision our school community has gradually expanded it voice. Various school level teams have been created that are run by a multitude of school stakeholders. Our parents are members of many of the teams and some teams are led by our community school partners. Key initiatives and suggestions are introduced by instructional leads; teacher leaders, coaches, community school partners; parents and student leaders. Additionally, student government and Town Halls are used as vehicles for promoting student voice; important to mention, the Peer Group Connection (PGC) provides students with an opportunity to become youth leaders and provide workshops to other young people so they can grow their life skills. With this in mind, our Peer Forward group supports young people with the college application process, life skills and resume writing. In regards to the Parents, the School Leadership Team, Parent Association Meetings and Parent Learning Walks provide parents an opportunity to make their thoughts and ideas heard.

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>48 hours</td>
<td></td>
</tr>
</tbody>
</table>

Each teacher will have a log of support denoting the positives and actionable next steps resulting from their various support forums (Coach, Administrator, Teacher Team Meeting). This process will be made transparent to each teacher and at various benchmark points throughout the year, will be reviewed and reflected upon with Coaches, Supervisors, Colleagues).

In addition, all CPLC strategies are modeled by coaches in cabinet meetings to familiarize supervisors with their benefits as they align to the Danielson Framework and build student college and career ready skills. Supervisors incorporate this knowledge into their evaluations and actionable next steps.

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?
### Evidence-Based System

| Instructional Cabinet will review Teacher observations and notes provided by administrators and entered into Advance or our school's Teacher Tracker | Coaching, modeling of strategy; resources; inter-visitations; peer collaboration; co-planning sessions etc... | Principal  
Assistant Principals  
Coaches  
Model Teacher  
Peer Collaborative Teacher |
|---|---|---|
| Instructional Cabinet will review Support Logs completed by coaches and school leaders from informal classroom visits, co-planning sessions, and all related teacher coaching | Coaching, modeling of strategy; resources; inter-visitations; peer collaboration; co-planning sessions etc... | Principal  
Assistant Principals  
Literacy Coaches  
Model Teacher  
Peer Collaborative Teacher |

### How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

Student programs are individualized and arranged by cohort. Students have a 1 to 9 schedule 5 days per week. The teacher schedule is staggered, where as some teachers follow a 1 to 8 and others a 2 to 9 schedule. All students in our school have extended-learning time by measure of an additional math class, science class and/or a college-readiness elective.

### Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, the graduation rate will increase from 71% to 75% for the 2018-2019 school year as a result of providing expanded learning time to all students and academic intervention services to targeted students.

### Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

- List of Renewal Benchmarks expected to improve
  - Framework: Rigorous Instruction
  - Progress Towards Graduation - Years 2 and 3
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approved Credit Accumulation Courses:</strong> This support is given to cohort seniors if the student’s program does not allow for enrollment in the extended day credit accumulation program.</td>
<td>All students at Health Careers, especially at risk students and cohort seniors</td>
<td>Framework: Rigorous Instruction Progress Towards Graduation - Years 2 and 3</td>
<td>July 2018–August 2019</td>
<td>Principal Assistant Principals Literacy Coaches Guidance Counselors Consultants Parents Teachers CBO Programmer</td>
<td>Data tracking binders, student attendance; contracts; and online data records of student activity and performance.</td>
</tr>
<tr>
<td><strong>Mentoring:</strong> Catholic Charities and our school guidance and attendance team will perform one on one mentoring sessions for individual students. One on one conferencing will provide ongoing support to students who are potential graduates. Conferencing includes review of attendance data, scholarship report data, academic transcripts, student goals/future plans; etc. Catholic Charities, as an incentive, has taken students out for fine dining and networking excursions, college trips,</td>
<td>All students at Health Careers, especially at risk students and cohort seniors</td>
<td>Progress Towards Graduation - Years 2 and 3</td>
<td>July 2018–August 2019</td>
<td>Principal Assistant Principals CBO</td>
<td>CBO attendance logs, anecdotal surveys, Student level surveys.</td>
</tr>
</tbody>
</table>
and has given SAT prep classes. Mentors will call students in the AM to support early arrival to school. This will be done as a targeted approach, but the school phone messenger will be used to call all students at home.

**Group/Cluster Intervention:**

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

<table>
<thead>
<tr>
<th>All students at Health Careers, especially at risk students and cohort seniors</th>
<th>Progress Towards Graduation - Years 2 and 3</th>
<th>July 2018-August 2019</th>
<th>Principal Assistant Principals Guidance Counselors Consultants Programmer</th>
</tr>
</thead>
</table>

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Working in collaboration with our CBO, we will engage Parents in learning walks, regular communication via monthly newsletters and participation in our monthly PA Meetings. We regularly invite the parents to the school and have an open-door policy where we meet with parents to show them the supports being provided as well as giving them suggestions on how to work with their children at home. This does not operate under a specific timeline as it is an ongoing process. We share with parents the materials that are being used in the classes. Teachers communicate this with the parents in collaboration with the Parent Coordinator, Parent Liaison and the CBO.

Part 5 – Budget and Resource Alignment

2018-19 RSCEP-R
**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.

- Community-Based
- Partners
- Administrators and teachers
- Guidance and Programming Team
- Support staff
- Parent Coordinator
- Parents’ Association
- Parent Liaison
- teacher/supervisor per session
- Fair Student Funding
- CBO Grant Funding

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
</tr>
</tbody>
</table>

**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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, 50% of students will be on track to graduate in the green zone (minimum number of credits and Regents as determined by year) as measured by the New Visions Data Portal tool.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

- New Visions Data Sorter

**Part 6c.** In February 2019, 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

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Our school partners closely with the community and families to promote positive growth for the entire school community. Parents are encouraged to be in the school and active in the myriad of offerings designed to empower participants to understand their agency in our school community. The school hosted monthly parent learning walks over the course of the 2016-17 school year, these are monthly opportunities for family members to sit in classes with their children during the school day. We had great success with parent learning walks this year, it helped to build a stronger community of engagement for the entire school.

Throughout the year our school hosts parent workshops with topics that included: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy and accessing community and support services, and technology training to build parents’ capacity to help their children at home.

In partnership, we work with the lead CBO to host gatherings designed to connect parents with other parents. Parents who are comfortable talking with and working with other parents contribute more to the school community, thus, we provide regular platforms for these relationships to develop.
We will continue to work with the Parent Association to establish support structures for improved understanding of their child’s progress by training parents in the effective use of Skedula/Pupil Path.

Our school provided opportunities for parents to help them understand the accountability systems, e.g., ESEA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Guide, Quality Review Report, and the Learning Environment Survey Report.

With the support of the Community School, the parent advocate and the parent coordinator, parental engagement at PA meetings continued to swell this year. While we met the city average for high schools, we must increase the number of parents attending meetings. Attendance for family nights and parent teachers conferences is not strong, we look to develop in this area in the coming school year.

**Part 2 – Summative Vision for Strong Family and Community Ties**

**What is your vision for having strong family and community ties at your school?**

We are keenly aware of the importance of parent engagement and how having a community of involved parents can dramatically change a school. Therefore, we have, with determined effort, increased strategies to further engage parents in their child’s education. We have learned that in the 21st century, we can communicate more effectively with parents with advanced technological systems. Because our Parent Association Meetings are not filled to capacity, we feel it is important to continue promoting opportunities for parent engagement so parents may continue to stay informed regarding their child’s academic progress. We provide parents with Parent and Student Handbooks to provide necessary information regarding the school. Our staff employs bilingual staff members who are able to provide translation services as needed for all parents.

One of our goals for welcoming parents and their support is to hire family members through the AmeriCorps program. The objectives of this is: increase parent engagement, promote parent leadership, increase parent roles in shared decision making, and involve parents in the Community Schools initiative, allow parents to support other parents in the school.

Beyond monthly Parent Association Meetings, the Community School will host monthly community partners meetings. A few objectives of these meetings are: to engage community and families in the role the school plays in the larger community, to explore how school can leverage community resources to support students and parents, to explore/answer school safety concerns and questions and share the vision of a safe learning environment, to inform the community of set benchmarks and challenges, and to inform community and parents of the current fiscal condition and budget plans and/or priorities.
We currently offer a literacy class for parents who are interested in learning English. This is done via a partnership with the Adult Education Department through the DOE and supported by Community School funding. The Community School has one fulltime program coordinator conducting outreach and retention work with adult ed. Our school staff will continue to conduct parent workshops centered on: understanding educational accountability, grade-level curriculum and assessment expectations, literacy and accessing community/support services, and technology training to build parents’ capacity to help their children at home.

We will, for the first time, offer a parent retreat this year. This is an opportunity for parents to get out of the city together to grow as a team. We anticipate great ideas and stronger engagement as a result of this retreat.

To increase parent engagement and participation, the school holds regular parent meetings. The school, in partnership with the CBO’s Family Advocate and the Office of Family and Community Engagement (FACE) is working to develop leadership and facilitation skills. Parent’s will be coached to run small group sessions with other parents during parent association meetings. These small groups will be conversation based, community and capacity building focused.

The school offers all parent services in the English and Spanish languages. If a parent speaks a language other than English or Spanish, the school provides translation services. The school works hard to support all families and their busy lives. PA meetings are held in the evening, after traditional work hours. Dinner is always served and parents are invited to bring their children. For larger meetings, child services are available free of charge. If our meeting times do not work for families, our Parent Coordinator will work with that family individually to ensure they receive the meeting information. We have an open door policy, families are invited to schedule meetings every day of the week except Sunday.

Teachers are coached by the school social workers, psychologist and teacher coaches on parent engagement practices and collaborative problem solving.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?

As a school building we created a designated family welcome office near the entrance. All family members entering the school are assisted by this single stop service center. If additional services or communication is necessary, family will be directed respectively. We provide parents with Parent and Student Handbooks to provide necessary information regarding the school. Our staff employs bilingual staff members who are able to provide translation services as needed for all parents.
Professional development for administrators, teachers, and staff are in place to encourage the development of welcoming environments for students and their families. Teachers are encouraged to meet with and communicate regularly with student's parents.

In addition to the Family Office at the entrance of the school, the Community School Office, the parent coordinator, guidance counselors, and the principal all have an open door policy to student's parents.

How will the school identify and develop families to take leadership roles in school decision making/school governance structures?

With the support of the Community School, we collect "count on me" forms from parents when they participate in school activities and events. Parents are identified and asked to take leadership roles within the school based on their interest and their time availability. The Community School employs one parent leader to recruit and support parents and their opportunities to lead in the school. This has been a pivotal role that in partnership has greatly increased parent engagement in the school.

How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?

In partnership with the Community School, the school engages the community and their families and ensures two way learning with teachers through the following:

School Leadership Team (SLT) is created and structured to bring school personnel together with family members. The SLT members use data and their personal expertise to advise school level decision making. School employees and family members hold equal power and decisions are made democratically.

Community School Team monthly meetings - meetings bringing community partners and school staff to the table to make school level decisions in a democratic manor.

Spring Community School Forum - spring meeting designed with parent volunteers bringing together family members, school staff, and community partners to study data and determine areas of focus with actionable plans.

What types of supports does the school provide to families to encourage them to take an active role in what their child is learning?

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skedula/Pupil Path access</td>
<td>Easy access to students attendance and classroom performance is a critical form of family engagement</td>
</tr>
<tr>
<td>Skill building Workshops</td>
<td>Developing soft and hard skills necessary to advocating and supporting their children through their high school education</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Family adult education</td>
<td>Providing family members with English language classes and referral services to trade school opportunities strengthens families agency and their ability to support their child emotionally and financially. These classes are offered three days per week in the evening hours.</td>
</tr>
<tr>
<td>Student Success Coaching Model</td>
<td>The school runs a attendance model assigning a point person from the school to work with each student in the school. This model allows parents to have a direct contact with the school keeping a clear and transparent</td>
</tr>
<tr>
<td>Family Retreat</td>
<td>During the fall, the school will bring parents on a one day retreat to build communication and relational skills among parents. Strengthening the parents skills enables more advocacy and community participation.</td>
</tr>
</tbody>
</table>

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

<table>
<thead>
<tr>
<th>Family partnerships with school:</th>
<th>Families partner with the school through the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• School Leadership Team</td>
</tr>
<tr>
<td></td>
<td>• Parent Association Meeting</td>
</tr>
<tr>
<td></td>
<td>• Parent Learning Walks</td>
</tr>
<tr>
<td></td>
<td>• Workshops</td>
</tr>
<tr>
<td></td>
<td>• Adult Education Classes</td>
</tr>
<tr>
<td></td>
<td>• Parent Retreat</td>
</tr>
<tr>
<td></td>
<td>• Parent Teacher Conferences</td>
</tr>
<tr>
<td></td>
<td>• Parent Volunteer Program</td>
</tr>
<tr>
<td></td>
<td>• Paid Parent Advocate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family partnerships with CBO:</th>
<th>The Community School employs one parent in the parent advocate position to work 30 hours per week in the school to support students and parent engagement efforts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The community school offers a host of opportunities for family and cbo to work together. Families frequently participate in community fairs, parades, forums etc.</td>
</tr>
<tr>
<td></td>
<td>CBO Youth Advocates work closely with students of the school and their families. The Community School office is always open to parents and hosts a host of resources to families.</td>
</tr>
<tr>
<td><strong>Is there dedicated space for these partnerships?</strong></td>
<td>Parents are encouraged to learn more about school offerings through the family welcome center or the parent coordinators office – both designated spaces for the family members to visit. The community school office located in the school has an open door policy encouraging parents to make frequent visits. The school also has space available for parents in the parent coordinator office and, in addition, is creating a room on the floor for parents.</td>
</tr>
<tr>
<td><strong>What is your vision for the role the school will take in providing access adult education classes within the community?</strong></td>
<td>Our vision is to educate our parents within our community so they can be more of a support to their children in regards to their college and career readiness. Additionally, a goal of the program is to allow the parents to be employable and contributing citizens to our community. We currently offer literacy classes for parents and community members interested in increasing their proficiency of the English language. This class is taught through the Adult and Continuing Education division of the Department of Education, and supported through additional funding from the Office of Community Schools. With continued engagement, classes will grow in content area. Our school staff will continue to conduct parent workshops centered on: understanding educational accountability, grade-level curriculum and assessment expectations, literacy and accessing community/support services, and technology training to build parents’ capacity to help their children at home.</td>
</tr>
<tr>
<td><strong>What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?</strong></td>
<td>Families are all encouraged to use Skedula/PupilPath to regularly check on their child's academic and attendance progress. Parents can schedule meetings with the guidance counselors or community school staff for consultation or more information about their child’s' progress. Four sessions of parent teacher conferences are held each year, this is an opportunity for teachers and families to discuss students performance and improvement plans. The school has an open door policy, always open to parents and the community. Part of this policy includes the parent learning walks, which enables parents to see classes in action and to offer their feedback.</td>
</tr>
<tr>
<td><strong>Part 3 – Annual Goal</strong></td>
<td>Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.</td>
</tr>
</tbody>
</table>
By June 2019, as a result of school-wide efforts to improve parental involvement, there will be a 9% increase in the number of parents attending monthly Parent Association meetings, as measured by the 2018-19 Parent Coordinator Activity Report, compared to the attendance at the monthly Parent Association meetings, as measured by the 2017-18 Parent Coordinator Activity Report.

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

List of Renewal Benchmarks expected to improve
Progress towards Graduation
<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sib program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td>Who will be targeted?</td>
<td></td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
<td></td>
</tr>
<tr>
<td><strong>Americorps Program</strong></td>
<td>Supports address parent needs so they can support their children and support other parents of the school community</td>
<td>Student Attendance Progress towards Graduation</td>
<td>September 2018 – June 2019: Parent meetings are scheduled monthly and Community School Level Meetings will be scheduled once per month. Parents will volunteer in school on a daily basis.</td>
<td>Administrators, School Leadership Team, Parent Association, Parent Coordinator and school community partners</td>
<td>Americorps retention rate and participation rate at all family events</td>
</tr>
<tr>
<td>Through americorps funding we will employ 3 to 4 parents to work in the school. The objectives of the program are: increase parent engagement, promote parent leadership, increase parent roles in shared Decision making, involve parents in the Community Schools initiative, and increase Skedula/Pupil Path enrollment. New this year, parent volunteers will be given a room to work from on the floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SKEDULA:</strong> Parent Skedula/Pupil Path support/training will take place once per month and individual support sessions will be scheduled when needed. Teacher training will take place monthly to ensure the tool is being used to its full capacity. Teachers will input data onto Skedula during recognized parent engagement time and teachers will engage</td>
<td>Supports address parent needs so they can support their children</td>
<td>Student Attendance Progress towards Graduation</td>
<td>September 2018 – June 2019: One Skedula/Pupil Path training will be scheduled per month</td>
<td>Administrators, Parent Association, Parent Coordinator, programmer, all teachers, guidance counselors, support staff, and school community partners</td>
<td>Increase of 10% by January</td>
</tr>
</tbody>
</table>
parents in dialogue about Skedula. The parent coordinator and the programmer will support parents with Skedula. Notices/letters will be sent out to parents via mail, which will contain Skedula access codes and a detailed step by step guide to log-in and review students’ records.

**Parent Association Meetings:** Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about Skedula/Pupil Path and the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

**Community School Level Meetings:** Schedule community school level meetings to engage community and families in the role the school plays in the larger community. These meetings will also explore how the school can leverage community resources to support students and parents and to explore/answer school safety concerns and questions and share the vision of a safe learning environment. We will inform the community of set benchmarks and challenges and inform

<table>
<thead>
<tr>
<th>Supports address parent needs so they can support their children</th>
<th>Student Attendance Progress towards Graduation</th>
<th>Monthly Meetings beginning in Sept. ending in June</th>
<th>Parent Coordinator, Community School Director, Principal,</th>
<th>Attendance growth. continued growth for each session</th>
</tr>
</thead>
</table>

2018-19 RSCEP-R
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.

Community-Based
- Partners Administrators and teacher
- Guidance and Programming Team
- Support staff
- Parent Coordinator
- Parents’ Association
- School Leadership Team
- Fair Student Funding
- CBO Grant Money

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td></td>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
<tr>
<td>Title III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIG Grant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By February 2019, there will be a 9% increase in the number of parents attending monthly Parent Association meetings, as measured by the Parent Coordinator Activity Report for the period of September 2018 to February 2019, compared to the number of parents attending monthly Parent Association meetings, as measured by the Parent Coordinator Activity Report for the period of September 2017 to February 2018.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Attendance taken and tracked at PA meetings/PCARS, NYC Survey (Trust)

Part 6c. In February 2019, 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 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

100% of our 9th grade students will participate in Expanded Learning Math. 100% of our 10th and 11th grade students will participate in Expanded English Language Arts. Based on need, 100% of our 10th, 11th and 12th grade students who have Regents gaps will participate in Expanded Learning Time related to subjects of need.

**Part 2 – ELT Program Type**

<table>
<thead>
<tr>
<th>Is the ELT program voluntary or compulsory?</th>
<th>Voluntary</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional ELT - If there is a voluntary ELT program in addition to the compulsory Renewal ELT, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through regular review of attendance records and review of Scholarship Reports, the school will be able to ensure participation of the students. Additionally, the programmer in collaboration with the guidance counselors will regularly review the New Visions Data Sorter to ensure participation in said programs as well.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 3 – ELT Program Description**

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

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?

- 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? How will the school ensure all IEP and language mandates are met during ELT?
- 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?
• What content will be led by pedagogical staff and what content will be led by CBO partners?
• How will the school best utilize CBO partners to impact student achievement?
• How will effective outreach be conducted to families?
• How will programming be made easily accessible to students and families in order to encourage participation?

The Programmatic Model for Expanded Learning Time at Health Careers and Sciences will be fostered in several creative ways. One way is by embedding additional elective/core courses in students’ schedule; for example, expanding the mathematics and language/literacy instruction we provide our students. All 9th grade students will receive one additional period of math for school year 2018-19. Additionally, approximately 80% of the 9th grade students will be participating in the CTE program by taking Health Core, a state approved Health Careers curriculum. All 9th grade students will have 9 periods in their school schedule. Under this model, our 9th grade students will exceed the current expectations of 7 hrs and 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Our 10th graders this year have an additional ELA course with a focus on Common Core Writing. All 10th graders will have a 9 period day on their school schedule. Also, based on need, 10th graders will have an additional Math or Science elective to support Regents preparation. Under this model, our 10th grade students will exceed the current expectations of 7 hrs and 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Expanded Learning Time for 11th grade students is embedded in the school program. Our 11th grade students have an additional Science elective and/or a Math elective to support Regents preparation. All 11th graders have an additional ELA course with a focus on Common Core Writing. All 11th grade students will have a 9 period day on their school schedule. Under this model, our 11th grade students will exceed the current expectations of 7 hrs and 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Expanded Learning in the 12th grade will be supported via our academic learning program. Our 12th grade students will have a college preparatory course as well as a second literacy/writing elective. Pedagogical practice will be both via direct and indirect instruction. Under this model, our 12th grade students will exceed the current expectations of 7 hrs and 20 minutes requirement, which Renewal Schools are required to support and/or comply with.

Additionally, select students based on need have been programmed for a 10th period in Science or Math to address credit gaps and/or Regents preparation.

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. How will the school assess the impact of ELT on individual student achievement and social emotional development?

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

Our multifaceted models of Expanded Learning Time Programs will involve school level budget contributions and the Community School budget as expended by Catholic Charities to support the Math and Literacy Enrichment. Both Community School staff and school staff will support all Expanded Learning Programs.

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

The program will be implemented at the start of school year 2018-2019. Our program for all students is year round.

---

## Part 5 – ELT Budget and Resource Alignment

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

- Priority/Focus funding
- Fair student funding
- Community-Based Partners
- Administrators and teachers
- Guidance and Programming Team
- Support staff
- Parent Coordinator
- CBO budget- Catholic Charities

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

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

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SIG Grant</td>
<td></td>
</tr>
<tr>
<td>SIG Grant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
</tr>
<tr>
<td>School Achievement Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.
By February 2019, our school scholarship report will increase by 2 percent compared to February 2018 in all core subject areas.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

- Scholarship Reports
- New Visions Data Sorter

**Part 6c.** In February 2019, 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 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

By June 2019, the school’s Four Year College Readiness Index will increase to 45%. The 2016-17 College Readiness Index was 22%. The 2017-18 College Readiness Index was 38.3%.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

Attendance

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Charities Community Services</td>
<td>Universal, selected, &amp; Targeted</td>
<td>college-readiness, advisory, social/emotional supports, academic intervention services, SAT prep, mentoring, transitioning, parent engagement, STEM interventions, experiential learning &amp; Life Skills, case management, attendance coaching and outreach.</td>
</tr>
<tr>
<td>New York Presbyterian</td>
<td>Universal, Selected, Targeted</td>
<td>Mental health services provided through one full-time LMSW located on the floor. 2 Full-time Ph.D.. psychologists in the clinic located on the first floor. Targeted, Selective and Universal mental health services for students and their families at the high school</td>
</tr>
<tr>
<td>Center for Supportive Schools PGC Program</td>
<td>Selected &amp; Targeted</td>
<td>Leadership program and mentoring for Freshmen students</td>
</tr>
<tr>
<td>Ramapo for Children</td>
<td>Universal and Selected</td>
<td>Day and overnight community building retreats for students, parents, and building staff.</td>
</tr>
</tbody>
</table>

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 partner 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
2018-19 RSCEP-R

### Part 3 – Community School Program Implementation and Oversight

<table>
<thead>
<tr>
<th>Implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong> Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.</td>
</tr>
</tbody>
</table>

| Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. 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, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family 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 – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work. |

<table>
<thead>
<tr>
<th>School staff and the CBO will work closely to provide the supportive services (college-readiness, advisory, academic intervention services, guidance and counseling, transitioning, parent engagement, STEM, experiential learning &amp; Life Skills) for every student in the school. These services will allow the school to offer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Strong instruction designed to provide personalized learning opportunities for students.</td>
</tr>
<tr>
<td>● Robust engagement, anchored in positive youth development, ensuring that schools are welcoming and empowering to students, families and community members.</td>
</tr>
</tbody>
</table>

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

The community school team will be led by a Community School Director (CSD). The CSD will oversee a team of 2 youth advocates, one parent advocate, three ISY staff, one adult education coordinator, one administrative assistant, and provide daily direction (though not supervision) for the LMSW who is based in the Community School Office. The entire community school team will work closely with the school staff under the direction of the CSD to provide all supportive services to students, families and school staff.

The CSD will oversee the school's attendance team. Using the New Visions data sorter and attendance heat map as a guide, the CSD will implement a Success Coaching and a Success Mentoring model ensuring that there are building staff members responsible and accountable for each students attendance and academic success. The attendance teams will meet one day per week. Success Coaching teams, led by a guidance counselor and a CBO youth advocate, will also meet one day per week to address students attendance and academic needs.

The CSD will also chair the SLT ensuring proper protocol and operations of the SLT.
Part 3a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

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

The lead CBO will be instrumental in the implementation of the ELT program. The CBO will provide:

- case management services for 160 students
- attendance support for the entire school
- alternative school transfers for students who would benefit from other environments
- leadership program for the PGC program.

Additionally, CBO staff will be designing and facilitating ELT college and career readiness, leadership development, and lifeskills programming. When deemed appropriate, the CBO will subcontract specialist to support the ELT; examples of this will be SAT and Regents prep.

The lead CBO will lead the Community School Team (CST). The CST will meet monthly and consist of the schools community partners. The CST will be a time to discuss the schools instructional and holistic focus, community partners will implement plans to support the school to ensure proper supports are provided for students, their families, and the school staff. The CSD will oversee the CST meetings. Members of the CST include members from the following organizations: Catholic Charities Community Services, New York Presbyterian Hospital, Row NY, Isabella, Cornell Cooperative Extension, Columbia Graduate School, iChallenge Myself, New York Public Library, School Safety, Urban Yoga Foundation, Ramapo for Children.

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

New Visions Data Sorter and Heat map will be referenced and utilized in all the work that is done. Attendance teams, success coaching teams, success mentors are given access and trained in the tool to inform their work. All members of the attendance team receive daily emails with information about students who are absent and need follow up.
Weekly training sessions are held for all members of the school community using the data sorter. The school is in close communication with the new visions liaison for technical support with the tools.

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

Community School program success will rely greatly on the CBO’s resources. Utilizing the CBO’s 8 full-time staff for ELT and subcontracted specialist, as well as parent and community volunteers will be necessary. The expanded requirements will require an extended day for all students. Additionally, three days a week, adult education classes run until 9:00pm.

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

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

**Part 3d.** Mental Health Work Plan

Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
### 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be: overaged and under-credited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation</td>
<td>Analysis of fiction and non-fiction selections; essay writing practice; making personal connections to literature; - Differentiated Instruction and implementation of multiple learning intelligences methodology - REWARDS Literacy Intervention - Mock Regents - DataWise Inquiry - WS Literacy Intervention - Gates MacGinitie Reading Assessment</td>
<td>Peer and group tutoring, one-to-one tutoring, small group instruction</td>
<td>In school, after school on Tuesdays and Thursdays, and Saturdays from 8:00 AM – 12:00 PM</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>AIS is based on academic transcript data and social and emotional supports a student may need. Providing concrete examples so students realize that math is integral to everyday situations.</td>
<td>Peer and group tutoring, small group instruction</td>
<td>In school, after school on Tuesdays and Thursdays, and Saturdays from</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be: overaged and undercredited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation.</td>
<td>The combination of differentiated instructional strategies, guided programming to meet at risk students’ needs, extended day mentoring and tutoring, collaborative learning, project-based learning, Saturday academy and holiday-break academy for credit accumulation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | }

- Imagine Math
- Mock Regents
- DataWise Inquiry

- Hands-on examples to provide a better understanding of scientific concepts;
- Mock Regents
- DataWise Inquiry
- WITsi Literacy Intervention
- Saturday Academy
- Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands

Peer and group tutoring, one-to-one tutoring, small group instruction

<p>| 8:00 AM – 12:00 PM | In school, after school on Tuesdays and Thursdays, and Saturdays from 8:00 AM – 12:00 PM |</p>
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be: overaged and undercredited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation.</th>
<th>Interpreting document-based questions and essay writing practice; - Mock Regents - DataWise Inquiry - WITsi Literacy Intervention - Saturday Academy</th>
<th>Peer and group tutoring, one-to-one tutoring, small group instruction</th>
<th>In school, after school on Tuesdays and Thursdays, and Saturdays from 8:00 AM – 12:00 PM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be: overaged and undercredited, few Regents, teacher recommendation, AP recommendation, guidance recommendation, parental recommendation.</td>
<td>Attendance tracking for at-risk students who are enrolled in credit recovery and credit accumulation classes Attendance tracking and parent conferences for LTAs and other at-risk students Classroom lessons, one-on-one conferences and group counseling for at-risk students on transcripts, report cards, college readiness, and promotion criteria Support services for at-risk students including informing students about CBOs, group conferences, one-to-one counseling</td>
<td>Group conferences, one-to-one counseling</td>
<td>In school, after school on Mondays-Fridays.</td>
</tr>
<tr>
<td>AIS services and career exploration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals for at-risk students to counseling and other outside resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section 9: Support for Students in Temporary Housing (STH)

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A\textsuperscript{-}780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td></td>
<td>We currently have 125 students in Temporary Housing</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
<tr>
<td>Counseling and academic intervention services; basic school supplies; toiletries; book bags; uniforms; MetroCards.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

| X | Schoolwide Program (SWP) | || Targeted Assistance (TA) Schools | || Non-Title I |
|---|--------------------------|---|-------------------------------|---|----------------|

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications accompanied by quality training ensure that effective teaching practices are utilized.

The principal and assistant principals will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school’s hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.

School budget funds will be allocated to support individual learning sessions for teachers of ELL and special needs students.

Teacher teams collaborate frequently and develop department goals and or benchmarks. School leadership staff meets with new teachers weekly and provides constructive feedback to provide support and next steps as teachers progress towards tenure.

Teacher candidates are interviewed more than once by a committee of students, parents, teachers and administrators. Teacher candidates are required to perform a demo lesson and bring a portfolio of developed learning plans/curriculum.
New Teachers will be inducted into the profession through a formal partnership with an experienced educator in their content area who they will meet with once/week. New Teachers will also attend bi-monthly meetings facilitated by Instructional Coaches/Directors of Collaborative Professional Learning to build their reflective skills and support their growth.

The school provides multiple opportunities to develop teacher facility including membership in the Instructional Leads, Instructional Cabinet, and activity facilitators to engage the retention rate of the teachers. We also provide consistent supports that make teachers feel valued and incorporated as members of the school community.

Every year, we review Teacher Preference Forms as a means to determine the teaching assignments for the teachers from year to year. Additionally, the administration reviews Scholarship Data and Regents Data to ensure the teachers are programmed to their strengths as to how to best support our students.

All staff is invited to participate in various professional development sessions including in-house, as well as those provided by the Manhattan Field Support Center, Office of Renewal Schools, NYCDOE Office of ELLs as well as encouraging teachers to find additional professional learning opportunities.

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).

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

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

- Development of rubrics for group work and participation and discussion
- UBD and backward design for curriculum maps and unit plans as aligned to the Common Core literacy shifts
- Essential questions & enduring understandings
- Rigor & differentiation
- Danielson 3d-checking for understanding and formative assessment (expeditionary learning)
- DOK question stems and discussion and accountable talk
- Tiered vocabulary, academic vocabulary and vocabulary development

High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil personnel services, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom and support parents and build community with colleagues. As practices to support this we have instructional coaching, peer coaching, off-site professional
development related to specific content as provided by the Office of Renewal Schools and the Manhattan Field Support Center.

Paraprofessionals attend Professional Learning Sessions as provided by the NYCDOE twice a year to support them in meeting the needs of the students as aligned to the CCLS.

The principal and school leaders attend professional development sessions facilitated by the Manhattan Field Support Center (Data Wise), the Advanced Leadership Program, and PLCs coordinated by the district.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

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).
N/A

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.).
N/A

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.

All teachers meet three times a week in Collaborative Professional Learning sessions where they design common assessments and review the outcomes to make strategic changes based on student need. These sessions are facilitated by coaches and teacher leaders in conjunction with the administration to complete this work. Additionally, the principal meets regularly with the UFT Consultation Committee, comprised of the UFT Chapter Leader and select teachers to determine actions taking place in the school.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$335,323.00</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$p</td>
<td>N/A</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$p</td>
<td>N/A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$p</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$20,046.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$p</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,055,757.00</td>
<td>X</td>
</tr>
</tbody>
</table>

Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.,
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 and Family Engagement 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 funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The HS for Health Careers &amp; Sciences, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HS for Health Careers &amp; Sciences will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds Act (ESSA);
• 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;
Encouraging School-Level Parental Involvement

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

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

School-Parent Compact (SPC)

The HS for Health Careers & Sciences, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

1. School Responsibilities: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents
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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Before school</td>
<td>☒ After school</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
</tr>
<tr>
<td>☐ K</td>
<td>☐ 1</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

This program will target ELL students in grades 9 - 12, who comprise the ESL subgroups of students with 4-6 years of instructional service and long-term ELLs (over 6 years of instructional service). The ESL instruction, which students receive during the course of the school day, will be supplemented with an after-school and Saturday program. ESL instructors will be given the disaggregated NYSESLAT scores for each student (RNMR & RLAT). The goal will be to focus on each student's particular area of weakness by giving language development and support in ELA as well as provide support in Mathematics. Later in the year, students will have NYSESLAT support incorporated into the sessions. In addition, some of these students will be preparing to take Regents examinations in English and other content areas.

The program will be as follows:

ESL instruction: Saturdays, 9:00 AM - 12:00 PM (begins September 15, 2018 – 31 sessions = 186 hours)

Students will receive support to develop their skills in Academic English for content areas including English, Social Studies, Science and Math: Saturdays, 9:00 AM - 12:00 PM (begins September 15, 2018 – 31 sessions = 186 hours) This program will be taught by 2-3 ESL/bilingual teachers and 2-3 content area teachers.

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

We also hope to purchase 15-20 Chromebooks ($300/computer) to support the English acquisition process through the use of Achieve3000 which features informational texts and is suitable for all Lexile levels.

**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
Part C: Professional Development

- name of provider

Begin description here: ______

ESL teachers will attend professional development sessions offered by the Division of English Language Learners and Student Support, periodically over the course of the year to enhance their understanding and classroom implementation of best practices for ELL students. These teachers will turnkey their learning to other educators at both the grade and department team levels. In addition, Literacy Coaches will work with teachers to facilitate targeted professional development to teachers of ELLs. These will be incorporated into our 6th period Collaborative Peer Learning Community (CPLC) sessions which meet regularly three times per week on Tuesday, Wednesdays and Thursdays.

All ESL teachers will receive professional development, facilitated by our school-based literacy coaches in collaboration with the representatives from the Office of Renewal Schools as well as from the Manhattan Borough Field Support Center. Additionally, all ESL teachers will receive Professional Development in applying the Achieve 3000 program into their instruction. This is a half-day PD session to be scheduled in accordance with the staff at Achieve 3000.

ESL teachers will collaborate as a department to modify and refine instructional strategies and practices to use with ELL students during our school's Collaborative Professional Learning Cycle (CPLC) Sessions, meeting three times a week. Teachers will also learn a range of writing strategies from their colleagues participating in the Writing Strategies (WS) professional development series facilitated through the Department of Education during these CPLC Sessions; all educators apply these strategies to their classroom instruction and participate in structured inter-visitations to hone their teaching skills and ensure that their lessons are accessible and rigorous for all learners. Progress will be monitored through classroom observations, inter-visitations and data review related to Scholarship Reports and Cohort Tracker systems. Data will be reviewed by the instructional cabinet to determine effectiveness of the work and make necessary revisions.

For all of the above, attendance records and Agendas are maintained by the Administration as well as electronically on Google Drive enabling the agendas to be shared and accessed by all relevant parties.

Part D: Parental Engagement Activities

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

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

Begin description here: ______

ESL students comprise approximately 38% of the entire student body; however, even a larger percentage of the parents are monolingual Spanish speakers. Due to the lack of English proficiency amongst our parent population, ESL classes will be offered for parents on Monday, Tuesday and Wednesday evenings. These parent ESL classes will begin in October 2018 and
Part D: Parental Engagement Activities

will continue until June. Certified ENL instructors will be providing these classes offered through the Mid-Manhattan Adult Learning Center. Topics to be addressed will include: basic language acquisition skills, communicating in a variety of situations, and helping your child with the new standards. The Parent Coordinator has been instrumental in conducting parent outreach for these parent ESL classes in past years, and she attends these classes to assist the teachers and ensure that parents receive full benefits from the ESL course.

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

Parent workshop topics will include:
- English Language Courses for Parents (Saturday program and the cost will be at no charge to Title III funds.)
- College Readiness - many bilingual students will be the first ones in their family to attend college; workshop to be held in December 2018, presented by the college advisor for parents of bilingual students, both juniors and seniors.
- How to Finance College - many parents and students need assistance in exploring financial aid options and in filling out the FAFSA; workshop to be held in January 2019, presented by the college advisor for parents of bilingual students, both juniors and seniors.
- Academic Supports for ELL Students (2 Sessions) - parents need to know what supports are available for them and their student; workshops to be held in February and March of 2019 presented by the bilingual guidance counselors and assistant principal of ESL for parents of bilingual students, grades 9 - 12.
- Cultural Workshops - parents (especially newly-arrived immigrants) need information on transitioning into American systems and culture; workshop is to be held in April 2019, presented by the bilingual guidance counselors and assistant principal of PPS for parents of bilingual students, grades 9 - 12.
- Bullying - bullying and cyber-bullying is an ongoing problem for teen-agers and parents need information and advice on this subject; workshop to be held in May 2019, presented by the bilingual guidance counselors and a dean who is trained in peer mediation for parents of bilingual students, grades 9 - 12.
- Transitioning to a New City and Place - parents (especially newly-arrived immigrants) need information on services and agencies in NYC; workshop to be held in June 2019, presented by the bilingual guidance counselors for parents of bilingual students, grades 9 - 12.

Outreach to parents will be provided in the following ways:

All written materials are translated into the home languages of parents participating in the program in order to ensure that they fully benefit from the learning activities. The Parent Coordinator will be responsible for the translation of all notifications, flyers, emails and letters sent to parents which invite and inform them of upcoming events. Conferences between parents, bilingual guidance counselors, and students will be held during the school day; after school and Saturday meetings will serve working parents. These guidance conferences will focus on student academics, family literacy and support services and small group counseling. Referrals will be provided to the on-site psychologist and social worker from the school-based NY Columbia Presbyterian Clinic if needed and future career and college opportunities will be explored. Parents will be encouraged to attend the parent workshop series along with the Saturday ESL classes to become more proficient in reading, writing and speaking English.
### Part D: Parental Engagement Activities

For all parent activities, in addition to translated materials, we will provide in-person interpretation and translation services.

### Part E: Budget

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

Allocation Amount: **$_____**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>12,046</td>
<td>The funding referenced here will assist in paying per session for teachers to provide the instructional programs discussed above in the form or per session.</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>4,000</td>
<td>The funding referenced here will assist in the purchasing of Chromebooks as well as supports for Achieve 3000.</td>
</tr>
<tr>
<td>Travel</td>
<td>4,000</td>
<td>The funding referenced here will assist in paying for translation services for parent workshops and materials, additional per session for teachers and staff in events; this finding will also assist in paying for professional development sessions for teachers to attend throughout the course of the year.</td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20,046</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>Manhattan</td>
<td>468</td>
</tr>
</tbody>
</table>

| School Name | HS for Health Careers & Sciences |

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Javier Trejo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Michael Bordwell</td>
</tr>
<tr>
<td>Coach</td>
<td>Neil Nathan</td>
</tr>
<tr>
<td>Coach</td>
<td>Theresa Farinaccio</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Joyell Simmons</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Elizabeth Arrendell</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Aderlin Fernandez/ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Maria Mendez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Eva DeJesus/ENL</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Elsa Roman</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>TBD</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Manny Ramirez</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Nathan Masuicca/Programmer and</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 5 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 5 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 1 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 |
| Number of special education teachers with bilingual extensions | 2 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 555 |
| Total number of ELLs | 204 |
| ELLs as share of total student population (%) | 36.76% |

2018-19 RSCEP-R
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- **Transitional bilingual education program (TBE)**
  - Yes ☒
  - No ☐
  - If yes, indicate language(s): Spanish

- **Dual language program (DL)**
  - Yes ☒
  - No ☐
  - If yes, indicate language(s): Spanish

- **Freestanding ENL**
  - Yes ☒
  - No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td>2017-2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>31</td>
<td>20</td>
<td>16</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>Spanish</td>
<td>2017-2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>DL</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>60</td>
<td>20</td>
<td>16</td>
<td>126</td>
<td></td>
</tr>
</tbody>
</table>

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Teacher-generated assessments and Achieve3000 are used to assess skills of students. Teachers work in collaboration with the administration and instructional coaches to design the periodic assessments that will be used to assess the students throughout the year.

2. What structures do you have in place to support this effort?

   Working with the assessments, teachers work in teams to perform inquiry work around the data to determine appropriate next steps. Once inquiry work is done, teachers review and revise curriculum to make adjustments to meet the needs of the students in their classes. This is part of the work done when teachers meet in grade level teams throughout the week.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

   We utilize the NYC Performance Tasks as well as the Gates MacGinitie Reading exam and Achieve3000 to provide information on our students. Teachers also administer teacher-designed pre-assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?

   Once the data has been gathered, the ENL Coordinator and the administration work with the programmer to determine any additional supports the children need. This may include additional interventions, targeted small-group instruction and programmatic changes if necessary.

5. How does your school use 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.] We do not have this grade band.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

   To evaluate and inform our ELL programs, we utilize the NYSESLAT and Regents data to primarily determine the performance of the students. Additionally, we administer the Gates MacGinitie and Achieve3000 final exams to provide additional data to us on reading levels and fluency.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

   As the information comes in, the data specialist organizes the information and disseminates it to the administration to review with the teachers. Teachers have an opportunity to evaluate the data and see patterns regarding student achievement, progress and determine what programmatic changes need to occur. This information is shared not only with the ENL teachers, but all teachers so that proper curriculum revisions can occur.

---

**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

      The organizational model used in our Freestanding ENL program is that ENL students who have scored Transitioning, Expanding and Commanding are mixed heterogeneously with general education students. This class of students travels together for all of their core subjects that are taught by the appropriately licensed pedagogue. Additionally, their core English class is co-taught by a certified ELA teacher and a certified ENL.

   b. TBE program. *If applicable.*

      The organizational model used in our Transitional Bilingual Education program is that ENL students who have scored Entering, Emerging and low Transitioning are mixed heterogeneously and travel together for all of their core subjects. Instruction is delivered by certified ENL teachers, bilingual teachers, and/or teachers who have a bilingual extension.

   c. DL program. *If applicable.*

      The organizational model used in our Dual Language program is that the class is made up of approximately 50% in English and 50% in Spanish for all of the students in the program. The students are mixed homogeneously and will have instruction delivered one language at a time, depending on the course, without translation, so that students are immersed in both languages and therefore, will process language acquisition in a natural way.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   We have one NLA certified teacher along with five certified ENL teachers who provide the mandated number of minutes. In freestanding ENL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ENL strategies. Native language support is provided. Students in the TBE program continue learning content in their native language while developing English proficiency. The curriculum will be on grade level in the native language classes. The native language usage in the content area classes will decrease as students' English proficiency increases.

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

   a) Specific ENL, ELA, and NLA Minutes are as follows:
      • Students who are in the Free Standing Monolingual ENL program receive:
        540 instructional minutes/week of ENL when they are Entering.
        360 instructional minutes/week of ENL when they are Emerging.
        180 instructional minutes/week of ENL when they are Transitioning or Expanding
        90 instructional minutes/week of ENL when they are Commanding

      • Students who are in the TBE ENL Program receive:
        540 instructional minutes/week of ENL when they are Entering.
        360 instructional minutes/week of ENL when they are Emerging.
        180 instructional minutes/week of ENL when they are Transitioning or Expanding
        90 instructional minutes/week of ENL when they are Commanding

      • In addition to the ENL instructional minutes that they are receiving in the TBE ENL Program, students receive NLA (Native Language Arts).
        Entering students in the TBE program receive 60-90 instructional minutes of NLA daily.
        Emerging or Transitioning students in the TBE program receive 45-60 minutes of NLA instruction daily.
        Expanding or Commanding students in the TBE program receive 45 minutes of NLA daily.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   In our Freestanding ENL program, the students receive all of their content area classes in their target language (English). Teachers provide additional materials as supports as needed.

   In our Transitional Bilingual Education program, the students receive their ELA core class in English and other content area classes in their native language (Spanish) with planned changes and adjustments throughout the year moving toward a larger percentage of English acquisition.

   In our Dual Language Program, the students receive 50% of their courses in English and 50% of their courses in Spanish as a means to provide consistent immersion in both languages.

   The schools' instructional focus is collaborative learning and student-to-student engagement. As per the NYSESLAT results, the ENL students do very well in the listening and speaking portion of the exam; therefore, this school-wide focus is particularly beneficial to all ENL students as it increases their exposure to the spoken target language and helps them to achieve success with the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Throughout the course of the year, the students are provided with assessments in their NLA classes to determine proficiency and skill levels. This information is shared with the teachers in the other classes to determine appropriate next steps and adjustments.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
The HS for Health Careers and Sciences services five subgroups of ENLs: SIFE, Newcomer ELLs, 4-6 Yrs ELLs, Long-Term ENLs, and former ENLs.

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

   b) Our Newcomer ENLs (0-3 years in US schools) are taught by ENL teachers using the most innovative and up-to-date techniques that are aligned to the CCLS 21st Century Learning Standards. Technology is infused in all ENL classes, including the Achieve3000 software and Readtheory.Org. Teachers use various scaffolding activities which are gradually removed once students show evidence of advancement in their language acquisition. Our teachers of Newcomer ENLs make sure to tie the students’ heritage into the curriculum so that there is pride and a connection to their native language and culture.

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

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

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Instructional strategies and grade-level materials for ENL-SWDs are developed by special education teachers and ENL teachers in accordance to the students’ IEP mandates. They include a VAKT (visual auditory kinesthetic tactile) approach and differentiated instruction based on student learning styles. Students are being taught a target language with the necessary supports of special education. Materials and books are modified to better fit the needs of these students. NYSESLAT preparation is continually incorporated into the ENL/Special Education curriculum.
7. 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?

ELL students with IEPs receive ENL instruction in a freestanding ENL class. We implement the same flexible programming that we use for SWDs non-ENLs, whereas students receive classes based on the recommendations in the IEP. Common core aligned units are utilized in the classes along with scaffolded instruction. All decisions are based upon review of the RESI and EDAT to determine strategic moves.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We will be utilizing RIGOR Protocols for SIFE students. This may occur either for interventions via before, after school or on Saturdays. In addition, all members of the school community will participate in professional development institutes that will focus on assisting ENLs acquiring mainstream content in the native and target language. Additionally, to provide additional supports to all ENL students, we will utilize Imagine Math as a targeted intervention support for Math and REWARDS, a literacy intervention program to assist in all other core classes. Our school in now partnered with Catholic Charities, our Community Based partner, where students will receive needed emotional and academic support.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on data and trends, one new program is that we will be implementing a Dual Language program for the first time. We are beginning the program with our 10th graders who will move through the program for the next three years and graduate with the Seal of Biliteracy. The program will then grow and transition each year for all grade bands.

10. If you had a bilingual program, what was the reason you closed it?

There are no bilingual programs that we have closed. We are adding Dual Language for the 2017-2018 school year.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our Title III Plan states that ELLs are provided equal access to all school programs. The ESL instruction, which students receive during the course of the school day, will be supplemented with an after-school and Saturday program. ESL instructors will be given the disaggregated NYSESLAT scores for each student (RNMR & RLAT). The goal is to focus on each student's particular area of weakness by giving language development and support in ELA as well as provide support in Mathematics. Later in the year, students will have NYSESLAT support incorporated into the sessions. In addition, some of these students will be preparing to take Regents examinations in English and other content areas. The program that will begin on Saturdays in October 2017 is from 9:00 AM - 12:00 PM. Students will receive support to develop their skills in Academic English for content areas including English, Social Studies, Science and Math. These programs are taught by both ENL and core area teachers. If the student's area of weakness is reading and writing, instructors will work with students using journals, response to literature prompts, short story analysis, NYS Regents essay practice and the Achieve3000 software program. For those whose weakness lies within the modality of listening and speaking, students will practice reading from engaging teacher-read material that is provided in their native language as well as in English. Other auditory enhanced activities will be implemented with this particular group of students. Additionally, ENL students have equal access to all programs and supplemental services such as after-school/Saturday tutoring, the College Advisory Program, and credit accumulation courses.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ELL subgroups (SIFE, Newcomers, 4-6 Yrs, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ENL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) and document cameras with their ENL students. We have a large number of VOX dictionaries and provide access to students via bilingual glossaries. We use the Achieve3000 Program, ReadTheory.org, Castle Learning and Imagine Math technology programs with our ELL students. These materials are used with all ENL subgroups in content areas as well as the ENL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high
school students. We provide books in both the native and target languages. Teachers of ENLs use the Smartboards in a variety of ways such as showing videos and audio recording excerpts to enhance lessons.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native Language support is used in all of the programs that the school offers to ENLs including the Transitional Bilingual Education, Freestanding ENL and Dual Language. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes. Bilingual teachers, who are Spanish speakers, will use a minimum amount of Spanish in their classrooms - this is used only as a native language support as needed. Through periodic review of data (i.e. teacher-generated assessments and mid-year performance assessments), administration and teachers will assess impact of supports and make adjustments as necessary.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All materials used for ENL students are high school level and aligned with the NYS high school curriculum standards and the CCLS. Based on RESI data, supports are provided to students as needed.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Our school employs a campus manager who we work with should we need to schedule use of communal spaces to provide supports to all needs of our ENL students. These shared spaces include: theatre, music classroom, library, gymnasium and Student Success Center.

16. 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).
Before the school year begins, the Parent Coordinator, along with the administration and the ENL Coordinator will conduct a Parent Orientation for parents of newly enrolled ENL students. Additionally, ENL students are invited to participate in the Summer Bridge program which is taught by a licensed ENL teacher. Throughout the course of the year, as new students enroll, in addition to their interview, they will have opportunities to meet with the Parent Coordinator, guidance counselor and Parent Leader from our CBO to have individualized orientation sessions.

17. What language electives are offered to ELLs?
The High School for Health Careers and Sciences offers Spanish in the Native Language Arts, but no other language electives.

18. 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)?

a. Our school is implementing the 50/50 dual language model. Every day, students receive 50% of their instruction in each language.
b. The literacy and Geometry courses are being taught in English and Native Language Arts, Earth Science and Global Studies are being taught in Spanish
c. Instruction will be delivered one language at a time, depending on the course, without translation, so that students are immersed in both languages and therefore, will process language acquisition in a natural way.
d. Both languages are being taught simultaneously.
1. **Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.)** 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?

All ENL teachers will meet three times a week with ELA and Foreign Language teachers for common planning meetings. The focus of these meeting will be to analyze data, look at patterns and trends across performance levels, analyze student work and develop systematic interventions and ways to better assist all ENLs in mastering academic content. Furthermore, our school is planning to do mini-professional institutes to better assist both ENL and all other teachers of core subjects to scaffold, create entry points for students, differentiate, and create an "all inclusive" environment, thus benefitting all learners.

1. All ENL personnel have been trained in the Achieve3000 program which also comes with several professional development days throughout the course of the year. At these workshops, the teachers learn to analyze student data from Achieve3000 and utilize it to better serve the needs of the students. Teachers are also given strategies for enhancing the Achieve3000 program. Incentives are a large part of the program; therefore, students are motivated to progress.

2. ENL personnel have three common planning sessions per week. A literacy coach works with the ENL staff weekly to align common core units of study.

3. The ENL staff members have all of the 8th grade data relating to the incoming ninth grade students, including information regarding the NYSESLAT modalities and length of service for each student. They are also attuned to student levels, so that program changes can be made if necessary.

4. Faculty meetings and department meetings occur two times per month from October to May. Two meetings per year (1.5 hrs) are devoted to imparting information regarding ENL students and the ENL department.

5. During the Professional Learning days, which occur in November, January and June, our CBO provides workshops for all teachers on different ways to address the social and emotional concerns of the students in order to help them make academic achievements.

   For each meeting, agendas are created and teachers sign in that they have attended these PDs and meeting sessions. All records are kept in office of the AP Supervision for ENL. In addition, this year our school has a strong push for creating access and entry points for all learners by providing clear expectations, scaffolds, activities that will increase both student motivation and participation.

2. **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.

   Staff members are trained in scaffolding techniques as well as cultural awareness for ENL students. In addition, the staff is made aware of ENL students’ records from JHS to better understand and serve the needs of the students. Our school provides professional development to all teachers and administrators that specifically addresses the needs of ENL students. We provide the required professional development hours for all teachers prescribed by CR Part 80 during common planning sessions and additional institutes. Records of all PD activities are kept in the office of the AP Supervision of ENL.
## Parental Involvement

1. **How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?**

   Guidance counselors in collaboration with the ENL coordinator, arrange individual annual meetings to discuss language needs; some meeting are held during school time and some are held in the evening to accommodate working parents. If the language is Spanish, all three guidance counselors are fluent in this language as well as the ENL coordinator. If the parent speaks another language, the services of the DOE translation unit are utilized. Additionally, as part of our new Dual Language program implementation, a series of workshops will be held throughout the course of the year to provide information about the program and ways in which parents can support their students in support of acclimating to both languages properly.

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

   As described in our Title III Plan, ESL students comprise approximately thirty-seven percent (37%) of the entire student body; however, even a larger percentage of the parents are monolingual Spanish speakers. Due to the lack of English proficiency amongst our parent population, ESL classes will be offered for parents on Monday, Tuesday and Wednesday evenings. Certified ENL instructors will be providing these classes offered through the Mid-Manhattan Adult Learning Center. Topics to be addressed will include: basic language acquisition skills, communicating in a variety of situations, and helping your child with the new standards. The Parent Coordinator has been instrumental in conducting parent outreach for these parent ESL classes in past years, and she attends these classes to assist the teachers and ensure that parents receive full benefits from the ESL course.

   Workshops focusing on relevant and useful skills for parents will be given monthly. Concentrated outreach to parents of the 4 - 6 year and the over 6 year ELL students subgroups will be conducted so that these parents can attend and take advantage of these workshops. Parental involvement is integral in increasing student literacy. Parent workshop topics will include:-English Language Courses for Parents (Saturday program and the cost will be at no charge to Title III funds.) -College Readiness - many bilingual students will be the first ones in their family to attend college; -How to Finance College - many parents and students need assistance in exploring financial aid options and in filling out the FAFSA - Academic Supports for ELL Students (2 Sessions) - parents need to know what supports are available for them and their students - Cultural Workshops - parents (especially newly arrived immigrants) need information on transitioning into American systems and culture - Bullying - bullying and cyber-bullying is an ongoing problem for teenagers and parents need information and advice on this subject - Transitioning to a New City and Place - parents (especially newly-arrived immigrants) need information on services and agencies in NYC

   Also, for our new Dual Language Program, the following workshops will take place approximately every other month:

   - Understanding the Goals and Benefits of the Dual Language Program - Parents will be able to discuss the concept of biliteracy and the value it provides for marketability
   - Understanding and Supporting Process of First and Second Language Acquisition - Parents will be able to describe the process of first language acquisition as well as list the differences and similarities for second language acquisition
   - BICS and CALP - Parents will understand the different functions of language use
   - Defining the Role of Parent Engagement at School - Parents will be able to list various ways in which they can be actively involved in class and school functions
   - Defining the Role of Parent Engagement at Home - Parents will be able to list various ways in which they can academically support their child at home.

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

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

**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.

There is no additional information to share at this time.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Javier Trejo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITEELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITEELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Javier Trejo</td>
<td>Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Michael Bordwell</td>
<td>Assistant Principal</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Elsa Roman</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>N/A</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Maria Mendez</td>
<td>Parent</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Eva Dejesus/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Neil Nathan</td>
<td>Coach</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Teresa Farinaccio</td>
<td>Coach</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Elizabeth Arrendell</td>
<td>School Counselor</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Manny Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Nathan Masuicca</td>
<td>Other Programmer/Data Specialist</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>Joyell Simmons</td>
<td>Other ENL Coordinator</td>
<td></td>
<td>6/29/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
Based on the above findings, all communications that go out to the student body and their families must be translated into two main languages, Spanish and English. The parent coordinator calls parents of students who speak other home languages to ensure that there are no further translation services needed. If another translation is needed, appropriate arrangements are made with parent volunteers and/or the DOE translation unit. In addition, the parent coordinator downloads all generic Department of Education forms and letters in the appropriate language and mails them separately home to parents who need languages other than English and Spanish.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All communications that go out to our student body and their families are translated into Spanish. Spanish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
translations go out in all school mailings, whether the communications are invitations to events, notices of general parent association meetings, notices of open school days and evenings, or individual notifications regarding students. Approximately 50% of the staff members are literate in Spanish and assist with the Spanish translations for these materials. One teacher of Spanish has been appointed as the official school translator, as well as the parent coordinator and the principal's secretary. In addition, translation services are provided by parent volunteers and/or the DOE translation unit if other languages are needed. Also, the written DOE forms and letters translated into most languages from the website are downloaded and used.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will have two parent teacher conferences in November and March as well as a Curriculum Night in September. Oral translation/interpretation services are required primarily for individual parent conferences, meetings and assemblies, and for the School Messenger services. We are fortunate to be able to depend on in-house translators/interpreters, since many of the teachers, guidance counselors, and school aides speak both English and Spanish. For SLT meetings, a translation device is used. For the students who speak languages other than English, the services of parent volunteers or the translation unit at the DOE will be utilized.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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