2018-19

**COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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**DBN: (i.e. 01M001):** 07X259

**School Name:** H.E.R.O. HIGH (HEALTH, EDUCATION, AND RESEARCH OCCUPATIONS HIGH SCHOOL)

**Principal:** KRISTIN CAHILL GARCIA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>HERO High/ The Health, Education and Research Occupations High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>07x259</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>320700011259</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9,10,11, 12, 13, 14</td>
</tr>
<tr>
<td>School Address:</td>
<td>The Samuel Gompers Campus, 455 Southern Blvd., Bronx NY 10455</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-585-8013</td>
</tr>
<tr>
<td>Fax:</td>
<td>719-585-8019</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Theresa Regina, School Secretary</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:tregina@herohigh.net">tregina@herohigh.net</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Kristin Cahill</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Deanna Bowman</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Pamela Sellers</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Kim Smith</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Pamela Sellers</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Tiarra Sellers</td>
</tr>
<tr>
<td>Nyla Rivera</td>
<td></td>
</tr>
<tr>
<td>Shula Nosek</td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>Affinity Schools CUNY/UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent:</td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>333 7th Avenue, Room 715</td>
</tr>
<tr>
<td>New York, NY 10001</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:FWalsh@schools.nyc.gov">FWalsh@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>
Field Support Center (FSC)

Affinity Group Field Support Center

Executive Director: Alexandra Anormaliza

Executive Director’s Office Address: 131 Livingston Street, Room 606

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: 917.287.9241

Phone Number: 212-356-3754 Fax: 212-356-7514

Phone Number: 212-356-3754 Fax: 212-356-7514
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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.

Directions:

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Cahill</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Deanna Bowman</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Pamela Sellers</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Shulamith Nosek</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Pamela Sellers</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Tiara Sellers</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Nyla Rivera</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Erasmia Gorla</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Rosario Bekis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Michelle Pagan</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Janira Rivera</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Natalie Bacci</td>
<td>Member/ Parent Coordinator</td>
<td></td>
</tr>
<tr>
<td>Joe Wilson</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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>: 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>: 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>: 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>

**The Quality Review and the Framework for Great Schools**

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**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 CEP, 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 CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Mission Statement is below:</td>
</tr>
<tr>
<td>The mission of HERO High springs from the commitment of the partners, The City University of New York, Hostos Community College, Montefiore Medical Center and school staff to furthering social mobility for their students and the South Bronx community. To this end, we will work together to build a new kind of institution so that the transformation of adolescence may culminate in professional employment within the field of healthcare. Students will gain a rigorous liberal arts education emphasizing literacy across the curriculum, accelerated math and science, and</td>
</tr>
</tbody>
</table>
work-based learning, and a supported entry to college and work through our Associate degree options in nursing and community health. Students will learn to meet the public health challenges of a changing world by working with others to address the needs of their own communities. We pledge to personalize academic and social support so that every student reaches his or her potential and discerns his or her calling for professional work. Graduates of HERO High will act as leaders in their chosen professions, transforming healthcare delivery systems in ways that improve the well-being of diverse communities in the Bronx and around the world.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Health, Education and Research Occupations High School, or HERO High, is a new, 9-14, early college, Career and Technical Education (CTE) high school in its sixth year of operations. Through our partnerships with the City University of New York (CUNY) Early College Initiative, Hostos Community College and Montefiore Medical Center, we are dedicated to helping our diverse student body achieve high school and college graduation and supported entry to in-demand careers in health care.

3. Describe any special student populations and what their specific needs are.

HERO High serves a diverse groups of students that includes many special populations, including: advanced students who have taken multiple Regents courses before entering high school; special education students; English language learners; Title 1 students; students in temporary housing; students who have been impacted by the criminal justice system; students with social/emotional needs not identified on an IEP; students performing in the lowest third on state exams in middle school. HERO High provides comprehensive academic, health and social/emotional supports so that our students are able to excel academically and succeed in high school. early college classes, rigorous college degrees in STEM fields and demanding careers. These supports include individual and group counseling, supports for positive behavior led by staff members skilled in youth development, collaborative problem solving, restorative justice and crisis intervention, academic support in every subject during the school day and after school, a variety of clubs and sport teams, choice in arts classes, academic advisement, community building circles and student-led assemblies. These supports are coordinated through an intensive advisory program in which students stay with the same advisor throughout their four years of high school.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

2017-18 was our fifth year of operations and one of many successes for HERO High. We greatly increased our college readiness rate so that almost 75% of graduates and almost 50% of the cohort were college ready in math and English by graduation. At the same time, many years of effort and productive teacher team work around instruction were recognized during an end-of-year Quality Review when we were rated “well-developed” in most categories. Interdisciplinary projects were more challenging and truly interdisciplinary this year, due to the continued work of grade teams. Other teacher team accomplishments include continued progress on vertical and horizontal planning as key pieces of academic and personal advisement for students. Improvements in school culture were made through the addition of two family events - a holiday party and an end-of-year carnival celebrating newly college-ready students - as well as a hugely popular student/staff basketball game. The student leadership class convened younger students and implemented an anti-bullying initiative through a student film and
student-led discussions in advisory. Finally, the summer was also a successful one as almost 150 students were placed into paid internships through the new school-based option of SYEP.

For our sixth year, we plan to continue our efforts to make our academic program more challenging and our school culture more positive, supportive and focused. Our school-wide focus this year will be practicing the HERO value of “hope” by helping students to support each other in persisting through challenging academic work, especially at the college, recognizing opportunities, especially ones that are a result of our unique school model, and acting strategically to take advantage of these opportunities. On the academic side, we plan to increase the cognitive demand of tasks by improving unit plans and strengthening student tasks, and further independent learning habits through strengthening feedback procedures and homework routines. On the school culture side, we plan to make school culture more positive by increasing opportunities for student voice and leadership through student government and student-led assemblies. We will add more positive school events like homecoming and incentive trips. We will address chronic issues like student lateness through the addition of restorative consequences such as after-school academic restoration. We will improve support for advisory through regular meetings with social workers and the college team, regular training in high school, college and career advisement, and the provision of curricular materials and instructional support.

We will also improve our supervision of all work throughout the school and its partnership through the addition of a supervisory meeting in which the work of all teacher and staff teams and new initiatives are monitored, analyzed and improvements planned through the consideration of related qualitative and quantitative data.
### School Demographics and Accountability Snapshot for 07X259

#### School Configuration (2018-19)
- **Grade Configuration**: 09, 10, 11, 12, 13, 14
- **Total Enrollment (2017-18)**: 496
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 2
- **# SETSS (ELA)**: 18
- **# Integrated Collaborative Teaching (ELA)**: 48
- **# Special Classes (Math)**: 2
- **# SETSS (Math)**: 14
- **# Integrated Collaborative Teaching (Math)**: 47

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 5
- **# Music**: 7
- **# Drama**: 4
- **# CTE**: 42

#### School Composition (2017-18)
- **% Title I Population**: 82.0%
- **% Attendance Rate**: 85.2%
- **% Free Lunch**: 80.4%
- **% Reduced Lunch**: 2.0%
- **% Limited English Proficient**: 10.3%
- **% Students with Disabilities**: 21.4%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.8%
- **% Black or African American**: 38.5%
- **% Hispanic or Latino**: 57.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 1.4%
- **% White**: 0.6%
- **% Multi-Racial**: 1.6%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2016-19)**: 5.25
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 4%
- **% Teaching Out of Certification**: 73%
- **% Teaching with Fewer Than 3 Years of Experience**: 42%

#### 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 (Grade 2016-17)**: N/A
- **Science Performance at levels 3 & 4 (4th Grade) 2016-17**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: 0.0%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **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
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - Black or African American: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - Black or African American: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - Black or African American: YSH
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: YSH

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YSH
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
  - Black or African American: YSH
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: YSH

- **Met Adequate Yearly Progress (AYP) in Graduation (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
  - Black or African American: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

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2018-19 CEP
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strengths: Collaborative work by teachers is one of our strengths at HERO High. We prioritize instructional planning during the school day and professional development sessions. Teachers work productively in teams and pairs. Most teachers have an opportunity to demonstrate leadership in some capacity.

Needs: We hope to make greater progress in offering our students rigorous instruction as described in the Great Schools framework. Our priority needs as demonstrated in data from the 2018-19 school year include math achievement, Regents passage and college readiness for students in our 3rd and 4th cohorts, success in early college classes and academic challenges for well-prepared ninth graders.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the development of unit plans with more rigorous tasks, we will increase the number of Seniors who are college ready in Math and English by 2 points from 44.6% to 46.6%.</td>
</tr>
</tbody>
</table>
### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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<tbody>
<tr>
<td>HERO High will implement the PERC program in 9th grade math classes using 10th and 11th graders as student teaching assistants. The PERC program is a research-based program that trains 10th and 11th grade marginal passers of math and science Regents to act as small group tutors in 9th grade classes. Research has shown this program to have a positive effect on achievement of 9th grade students and the 10th and 11th grade teaching assistants. The PERC program involves professional development for teachers and students in the summer and throughout the school year.</td>
<td>9th grade students June 2018-June 2019</td>
<td>Assistant Principal, 9th and 10th grade math teachers</td>
</tr>
<tr>
<td>Continue working with SPED and ESL co-teachers to improve delivery of instruction in co-taught classes. 10th and 11th grade tutors will also support ESL and SPED students.</td>
<td>9th grade students August 2018-2019</td>
<td>Assistant Principal, 9th grade math teacher, ESL and SPED teachers</td>
</tr>
<tr>
<td>Improve messaging to families around importance of achieving college-ready Regents scores through events and marketing materials.</td>
<td>Families and student August 2018-August 2019</td>
<td>Principal, Parent Coordinator, Advisors</td>
</tr>
<tr>
<td>Teacher teams in departments and grade levels will set data-based goals, and a work cycle for meeting time with those goals, analyze student progress and make needed adjustments after every six week marking period. Teachers in department teams will also co-plan units to include more rigorous tasks and instructions routines, as well as continuing to work on vertical planning efforts, including feedback routines to students about progress towards key skills. Student progress monitoring will be accompanied by targeted academic support in advisory, including helping students to self-assess and develop support plans on the basis of academic successes and challenges each marking period.</td>
<td>Teachers and students October 2018-May 2019</td>
<td>Principal, Assistant Principals, Teacher Leaders</td>
</tr>
</tbody>
</table>

### 3b – 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.

The parent coordinator will inform at back to school and family conferences.
Part 4 – Budget and Resource Alignment

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

Teachers will spend four periods per week instructing student teaching assistants. Professional development time will be devoted to co-teaching and instructional planning. Funds from the school budget will be spent on marketing materials. The Principal and Assistant Principal will devote time to supervising these efforts. Teacher teams will meet during the school day, during PD and per session funds will be used to support additional work.

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

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<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 46.6% of 12th grade students will demonstrate college readiness on predictive exams.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Mock Regents exams, culminating assessments

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Strengths: Our advisory program is a strength, with students and families reporting in the School Environment Survey and the Quality Review feeling well-connected to school staff as a result of current implementation. Students generally feel safe and known in school, and believe that conflict is addressed quickly. A staffing change was addressed by continuing staff working together to address school culture issues. Credit accumulation remains strong in certain areas.

Needs: Conflicts at school should be further reduced. A more systematic approach to traditional and restorative justice approaches is needed in order to minimize disruption to learning for involved students and the school community as a whole. Credit accumulation and attendance for all grade levels should improve.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of 2019, students' sense of belonging will improve, as evidenced by a 1 point increase in student attendance, from 85.13% to 86.13%.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
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<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, Social Workers</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, Social Workers</td>
</tr>
<tr>
<td><strong>Advisors will perform family outreach based on regularly updated attendance and behavioral data provided by the assistant principal. Social Workers will hold regular check-ins with advisors to coordinate information and action plans for student support.</strong></td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, Social Workers</td>
</tr>
<tr>
<td><strong>The principal will work with Social Workers to support academic progress and improved attendance for the whole grade through developing group interventions for students with attendance below 90% in addition to individual interventions for students with more challenges.</strong></td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, Social Workers</td>
</tr>
<tr>
<td><strong>Develop a comprehensive plan for advisory that includes strategic implementation of lessons around school values and positive non-academic skills, academic counseling, family outreach, incentives.</strong></td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, Advisors, community-based staff</td>
</tr>
<tr>
<td><strong>Develop a comprehensive plan for positive school events and activities managed by a teacher leader with a reduced schedule that includes assemblies, Friday trips, all day trips, Fall retreat, dances and a December holiday celebration.</strong></td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, Advisors, community-based staff, teacher leader</td>
</tr>
</tbody>
</table>

### 3b – 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.

Parents will receive outreach via phone by advisors, as well as parent access to real time attendance data via Skedula.

### Part 4 – Budget and Resource Alignment

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

The school has four social work or guidance counselors on staff who support students, advisors and families around attendance. Social workers and guidance staff also work with the Single Shepherd program, our disciplinary team and our student government facilitators to create positive events and support student engagement at school. We fund a community coordinator who helps to support students in early college classes and create and deliver curriculum for
career and college advisement tailored to our school model. Advisors and social workers are paid per session to coordinate with each other, provide after-school tutoring and support for students, and support families.

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

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</table>

**Part 5 – Progress Monitoring**

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

The Leadership team will analyze attendance data in February 2018. There will be a 1 point increase for all grade levels in daily attendance between the attendance rate in February 2018 and February 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Report cards, daily attendance, Skedula, career readiness grades

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

Strengths: Teacher collaboration has been an emphasis of school-wide work since the school was in the planning process. Teachers co-plan curriculum together throughout the year, plan school-wide literacy work, team teach classes, and work together to improve instructional, assessment and advisory practices. Collaboration of teachers has resulted in high credit accumulation among 9th grade students.

Needs: Teacher collaboration should be harnessed to address additional student needs, especially success in the college classes and credit accumulation numbers in grades 10 and 11.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
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<tr>
<td>By June 2019, we will deepen teacher collaboration in meeting students’ academic needs, as evidenced by a 2 point increase in 10 credit or more accumulation as measured by the school quality report in the 9th grade from 86.1% to 88.1%, in the 10th grade from 66.1% to 68.1%, and in the 11th grade from 65.8% to 67.8%.</td>
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</table>
Part 3a – Action Plan

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<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
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<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<td>- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
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<th>Target Group(s)</th>
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<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Teachers and advisors</td>
</tr>
<tr>
<td>Administration will meet with department teams to analyze student progress and plan adjustments to instruction after the culminating assessment for each unit. Administrators will analyze scholarship data, observation reports, unit plans and teacher team meetings notes every 2 weeks to plan additional interventions to support student academic progress.</td>
<td>All students, students with IEPs, ELLs.</td>
<td>July 2018-June 2019</td>
</tr>
<tr>
<td>Professional development time will be devoted to exchanging information between advisors and content area teachers and planning academic supports.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
</tr>
<tr>
<td>The principal will work with Social Workers to support academic progress and improved attendance for the whole grade through developing group interventions for students with grades below 90% in addition to individual interventions for students with more challenges.</td>
<td>All students</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

3b – 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.

Parents have access to grades through Skedula. They receive regular updates through advisory and in-person presentations from students on academic progress through family conferences.

Part 4 – Budget and Resource Alignment

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

Teachers and social workers meet to plan interventions and grade level and subject area specificity, feedback routines and student self-assessment routines during weekly planning meetings and Monday PD. Per session will be paid to teachers who lead planning work.
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

### Part 5 – Progress Monitoring

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

The Leadership team will analyze student report card data in February 2019. There will be a 2 point increase for all grade levels in the percentage of students earning 5 credits or more in Semester 1. The Leadership team will adjust student supports in response to Semester 1 report card data by mid-March of 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Report card and culminating assessments for instructional units

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td><strong>Strengths:</strong> As noted in the Quality Review, the principal has created a collaborative culture in which professional development and high expectations for students and staff are emphasized.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td><strong>Needs:</strong> As noted in the Quality Review, regular feedback to students around progress towards end-of-year expectations by grade is needed. Students in upper grades should also make better progress towards Associate degrees. Students should be able to articulate what they need to do to get to the next step, both in high school and college.</td>
</tr>
</tbody>
</table>

Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will create and implement a professional development plan that builds teacher capacity in academic and advisory classes resulting in a 5 point increase in the number of students in grade 13 on track to obtain an Associate degree in grade 14. At the same time, students in younger grades will self-report a more supportive environment as measured by the school survey. Indicators of a supportive environment will increase by 5 points, from an average of 59% to an average of 64%, by June 2019.
Part 3a – Action Plan

<table>
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<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
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<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).</td>
<td>Instructional staff.</td>
<td>September 2018-May 2019</td>
<td>Principal, AP, Leadership Team members</td>
</tr>
<tr>
<td>Administrators will work with the Leadership team to plan professional development that addresses teacher needs in unit planning and assessment analysis. Teacher teams will further develop homework and feedback routines so that students can identify, practice and get feedback about progress towards key skills and content that lead to academic independence and true college readiness.</td>
<td>Advisors</td>
<td>September 2018-May 2019</td>
<td>Principal, APs, teachers</td>
</tr>
<tr>
<td>Advisors will continue to refine student self-reflections, support plans, referral to academic and social/emotional supports.</td>
<td>Instructional staff</td>
<td>October 2018-May 2019</td>
<td>Principal, AP, Instructional Coach, teachers</td>
</tr>
<tr>
<td>Administrators will work with co-teachers to develop supports in co-taught classrooms that support the learning needs of SPED and ELL students and reflect analysis of summative assessments.</td>
<td>Students in early college classes</td>
<td>October 2018-June 2019</td>
<td>Principal, Early college coordinator, Study skills teacher</td>
</tr>
<tr>
<td>The early college coordinator will create systems that allow students to support each other in succeeding in early college classes. Students new to college classes, struggling in college classes or enrolled in particularly challenging colleges classes will be enrolled in a college study skills class supported by an experienced teacher who teaches college study skills and supports student work on individual tasks for college classes.</td>
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</table>

3b – 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.

Early College Coordinator will run regular workshops on early college readiness and participation at family conferences and perform regular outreach to families of early college students. She will also work with advisors to support outreach to families around student performance in early college classes.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We have created a new position called the "Early College Coordinator."

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

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**Part 4b.**

**Part 5 – Progress Monitoring**

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

In February of 2019, administrators will analyze progress towards early college readiness and in college classes. By mid-March, administrators will adjust professional development to meet the needs of teachers and students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Report cards, community grades, CUNY data report

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Strength: The school has strong ties to primary partners Hostos Community College, Montefiore Medical Center and The Early College Initiative.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Need: Increased participation by additional partners and families to improve supports for students and make learning environment more positive. This is a priority need because of the high needs of the student body.

Part 2 – 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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will deepen our home school partnership as evidenced by a 5 point increase in family participation in student-led family conferences from 55% to 60.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Social Workers, principal, advisors</td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
<td>High-needs students</td>
<td>July 2018-June 2019</td>
<td>Principal, social workers, advisors</td>
</tr>
<tr>
<td>Social Workers will create and refine a template for communication about family outreach and student support for advisors. Social Workers will facilitate once-monthly meetings with all advisors in their grade to update information and monitor efforts by advisors.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Social Workers, principal, advisors</td>
</tr>
<tr>
<td>For high need students, Social Workers will create student support plans that plan and detail support efforts for students who are struggling most. The plans will include a section for the efforts of parents and families and serve as a communication platform for advisors.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal and parent coordinator</td>
</tr>
<tr>
<td>A bilingual parent coordinator will report directly to the principal around efforts to improve participation in family conferences.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal and parent coordinator</td>
</tr>
<tr>
<td>School staff and partner organizations will create and implement workshops on high interest topics to parents to deliver at family conference nights.</td>
<td>All students</td>
<td>July 2018-June 2019</td>
<td>Principal, AP, teachers, community positions, partner organizations</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

The parent coordinator will inform at back to school and family conferences. Social workers and advisors will communicate with families on a regular basis.

### Part 4 – Budget and Resource Alignment

#### Part 4a.

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

Social workers will devote time to coordinating with families and advisors.

#### Part 4b.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
Part 5 – Progress Monitoring

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

The principal will monitor support for students through regular meetings with the social workers.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

By February of 2019 40% of families will have participated in at least one family event.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<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>English Language Arts (ELA)</td>
<td>NYSESLAT scores - Class grades - benchmark assessments - Prior year State tests - Teacher recommendations - IEPs</td>
<td>Wilson Reading Program - SIOP (Sheltered instructional observational program) - ICT targeted alternate teaching - vocabulary walls - graphic organizers - flexible regrouping</td>
<td>pull-out SETSS - push-in SETSS to social studies and health - ICT - Tutoring - One-on-one tutoring with Hunter tutors - Tier I scaffolds</td>
<td>ESL tutoring 3x per week after school ICT in core classes after school tutoring SETSS push-in; stand-alone as study hall; Saturday School</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NYSESLAT scores - Class grades - benchmark assessments - Prior year State tests - Teacher recommendations - IEPs</td>
<td>ICT Targeted interventions - small-group targeted pull-out - vocabulary walls - flexible regrouping - graphic organizers</td>
<td>pull-out SETSS - push-in SETSS to social studies and health - ICT - Tutoring - Small group tutoring with peers and college students - Tier I scaffolds</td>
<td>ICT in class Pull-out SETSS (from elective) After-school tutoring 2x per week Push-in CUNY tutors (2 per class in 10th grade algebra class) Peer tutors (4 per class in 9th grade math) Saturday school</td>
</tr>
<tr>
<td>Science</td>
<td>Class grade - benchmark assessments - Teacher recommendation - IEPs</td>
<td>ICT Targeted interventions - small-group targeted pull-out - vocabulary walls - flexible regrouping</td>
<td>ICT - Tutoring - Tier I scaffolds</td>
<td>ICT in class After-school tutoring 2x per week Saturday School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Class grade - benchmark assessments - Teacher recommendation - IEPs</td>
<td>ICT Targeted interventions - small-group targeted pull-out - vocabulary walls - flexible regrouping</td>
<td>push-in SETSS - ICT - Tier I scaffolds</td>
<td>ICT in class SETSS (psuh-in) After-school tutoring 2x per week Saturday School</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>IEP</td>
<td>Individual counseling</td>
<td>One-on-one</td>
<td>During the school day</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>- assessment of advisors and content area teachers</td>
<td>- group counseling</td>
<td>- small group</td>
<td></td>
<td>- after school</td>
</tr>
<tr>
<td></td>
<td>- restorative circles</td>
<td>- advisory</td>
<td></td>
<td></td>
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Section 7: 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)**

### Part A: FOR TITLE I SCHOOLS

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.)

| 63 |

2. Please describe the services you are planning to provide to the STH population.

Students receive support from advisors, the parent coordinator and grade level Social Workers, who can provide social service referrals and resource coordination as well as individual and family counseling.

### Part B: FOR NON-TITLE I SCHOOLS

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).

na

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.
Section 8: 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

Indicate with an “X” your school’s Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teachers are recruited by activating all personal, school and early college initiative-based networks. The most highly qualified applicants are invited to interview and perform a demonstration lesson. Offers of employment are made to the most effective educators of this group. Once hired, teacher assignment is made in order to make the best use of teachers’ subject area expertise and professional preference. Paid time within the work week is devoted to professional development, including development of individualized professional goals, coaching by principal, and cooperative work with peer and mentor teachers. Teachers are encouraged and supported in attending and presenting at conferences for educators.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

In addition to the strategies mentioned above, teachers are supported in spending significant times developing and honing instructional units aligned with the CCSS. Consultants with subject area expertise, coaches from the Early College Initiative, and professors from our partner college are engaged in providing and participating in professional development that helps all staff to support students in meeting the CCSS.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA program resources will assist participating children to meet proficiency through funding after school tutoring, professional development for staff, counseling within the school day and after school and educational software.

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).
Differentiated learning tasks are planned within all instructional units so that students participating in the TA program may receive additional support without leaving the regular classroom. Hands-on, interdisciplinary projects focused on the career theme are also integrated into each content area allowing all students, including those served by TA program, additional ways to access rigorous content.

**Part 4: SWP Schools Only**

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

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

\[\text{n/a}\]

**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.

Planning and analyzing results from multiple forms of student assessment is included in August pre-service professional development for teachers, weekly professional development during the school year, and inquiry meetings in department meetings.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document 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.

| Program Name        | Fund Source (i.e. Federal, State or Local) | Funding Amount (Refer to Galaxy for school allocation amounts) | 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.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$111</td>
<td><img src="#" alt="Column A" /></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$111</td>
<td><img src="#" alt="Column A" /></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$111</td>
<td><img src="#" alt="Column A" /></td>
</tr>
</tbody>
</table>
Title III, Immigrant
Federal
X
X

Tax Levy (FSF)
Local
X
X

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., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds **may not** be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.
Section 9: Parent 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><strong>Parent and Family Engagement Policy</strong></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. HERO High, 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><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>HERO High will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### 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)

**School-Parent Compact (SPC) Template**

HERO High, 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.

### I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the 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 to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

**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

| Name of School: _____ | DBN: _____ |

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____
### 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: 

**After-school tutoring (grades 9-12).** We offer individual after-school tutoring to newcomer, entering and emerging ELL's through our partnership with Hunter College.

**Rationale:** Because our beginner ELL's take content-heavy courses at HERO, they require individual academic support with the reading and material. Students who have managed a school day in a new language struggle with stamina. The opportunity to work one-on-one with a slightly older mentor engages students and increases attendance and persistence at these sessions.

**Staffing:** Our 3 full-time ESL teachers lead these sessions. They are able to provide materials and direction for the tutoring pairs, as they co-teach the language-heavy courses for beginning and intermediate ELL's.

**Schedule and duration:** Twice a week for an hour after school from September to June. (72 hours of per session for 2 hours per week for 38 weeks. Each session is covered by one teacher; following per session procedures hours hours are covered by seniority when multiple ESL teachers apply.) All funds are used for direct supplemental instruction.

**Language of Instruction:** English

**Materials:** Content-aligned materials provided by ESL teachers, such as bilingual dictionaries, cloze exercises, modified readings, and translated materials.

**Targeted students:** Emerging ELL's (5 students) and Transitioning ELL's (7 students).

---

**Saturday Academy (grades 9-12).** ELL's are encouraged to attend Saturday Academy with their content area and ESL teachers.

**Rationale:** Students benefit from additional small-group support from their teachers

**Staffing:** 5-8 content certified teachers + 1 ENL teacher

**Schedule and duration:** 3 hours a week from 9am-12 noon, on 4 Saturdays first semester and 8 Saturdays second semester.

**Language of Instruction:** English

**Materials:** Content-aligned materials provided by content, such as bilingual dictionaries, cloze exercises, modified readings, and translated materials.

**Targeted students:**
- Emerging ELL's (5 students), Transitioning ELL's (7 students) and expanding ELL's (32 students).
- Long-term ELL's (5 students).

### Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider
**Part C: Professional Development**

Begin description here: _____
Weekly Common planning time with push-in administrative support (weekly for each co-teaching pair, September-June)

Rationale: We have a co-teaching model for most of ELL's content area classes. Teachers benefit from weekly dedicated time to plan instruction and assess and plan individual students and groups of students. This time also served to develop the push-in ESL teacher's content expertise and the content area teacher's skills at adapting curriculum to accommodate ELL's.

Schedule and duration: 1-2 periods per week for each teaching partnership (Monday to Friday during teacher circular 6 time, which varies according to teacher schedule). Topics to be covered: differentiation to support access to content for English language learners and development and support of language acquisition goals.

There is no outside provider contracted to support this PD. School Administration and affinity group coaches provide in school support, and the ESL lead teacher attends affinity group instructional conferences on facilitating common planning time to build the team's capacity. This is at no cost to Title III, since all Title III funds are used for direct supplemental instruction.

---

**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: _____
Weekly advisor contact.

Rationale: Frequent communication with a trusted adult empowers parents who might feel intimidated to interact with an unfamiliar school system. Where possible, we match students with advisors who speak the students' home language, and where that is not possible, advisors use translation services. The frequency of this contact enables the advisor and family to overcome any intimidation or logistical challenges.

Topics: Student progress and upcoming school events
Advisors reach out by phone to the 15 students on their caseload on a weekly basis, and document contact in Skedula.

There is no external provider.

---

**Part E: Budget**

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

<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>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Per session</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Allocation Amount: $_____
### 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>Per diem</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</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>N/A</td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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 1: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>Bronx</td>
<td>259</td>
</tr>
</tbody>
</table>

School Name: HERO High

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>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Kristin Cahill</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Susanna Tenny</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Judith Nysenholc</td>
</tr>
<tr>
<td>School Counselor</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Crystal Santiago /Spanish</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
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<tr>
<td>Related-Service Provider</td>
<td>type here</td>
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<tr>
<td>Superintendent</td>
<td>type here</td>
</tr>
<tr>
<td>Parent</td>
<td>Angela Campbell</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>type here</td>
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<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
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<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
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</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 | 2 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers 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 teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics
Total number of students in school (excluding pre-K) | 346 | Total number of ELLs | 34 | ELLs as share of total student population (%) | 9.83%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs):
Check all that apply

<table>
<thead>
<tr>
<th>Grade</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>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☐ No ☒ If yes, indicate language(s):
- Dual language program (DL) Yes ☐ No ☒ If yes, indicate language(s):
- 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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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>K</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
<td>K</td>
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<td>DL</td>
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</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?

Because HERO is an early college high school, we align our assessments for ELLs to the English curriculum, thus preparing them for the college English classes they will start taking in 11th grade. The ESL teacher (who is also certified in English 7-12 and has a Ph.D. in English) is an integral part of the planning team for the English curriculum. Our ELLs are assessed through individual conferences; periodic formative and summative reading and writing assessments that are aligned with the Common Core Standards and include appropriate ELL scaffolds. In particular, to make instructional and placement decisions, we look at the MOSL and a teacher-created writing diagnostic.

Our 9th grade has the highest number of ELLs who require support in listening comprehension. In all grades, students score lowest on reading comprehension and writing. Analysis of last year’s formative assessments reflects that ELLs show particular progress in writing fluency and organization.
We use the data to inform our instructional plan both through developing our offerings and hand-programming students. We offer ELL support in our most reading and writing rich content classes. We hand-programmed students for single or multiple content classes depending on where we had seen them requiring support.

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

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 evaluate the effectiveness of our programs for ELLs primarily on their persistence and success in academic classes. We set as a target that students will pass at least 11 credits per year, in addition to the required regents. We have noted that meet the credit acumulation benchmark more frequently than the Regents benchmark, and have implemented some strategies across classes (such as reader’s apprenticeship metacognitive strategies for independent reading comprehension), as well as special programs (the PERC rogram) for students who struggle on Regents exams.

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

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.]

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].)

More than half of our ELLs placed out of ESL on the NYSELAT in the Spring: 5 (out of 9) 9th graders and 6 (out of 11) 10th graders passed the NYSELAT. Our students’ reading and writing lags behind their speaking and listening. We have not had students that requred the NYSITELL.

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

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.

      We offer separate, relatively homogeneous, stand alone ENL classes for 9 th and 10 th graders for students. 9 th graders were initially programmed for the ENL class based on their entering or emerging NYSELAT scores. In the first few weeks of school, ELLs who were in mainstream English based on advancedwere monitored, and some were transferred into ENL when assessment of their participation and work indicated that more support would be helpful. ELLs are also programmed for integrated ENL support in science, health, and history classes, which are heterogeneous. All 11 th grade students are in maintream English with integrated ENL support.
b. TBE program. *If applicable.*
   n/a

c. DL program. *If applicable.*
   n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   **9 th grade:**
   Entering, emerging: 400 minutes stand-alone ENL; 200 minutes push-in ESL support in health; 200 minutes push in ESL support in science (9 th grade students do not take history at HERO).
   Transitioning: 200 minutes push-in health; 200 minutes push-in ESL support in science
   Advanced/Commanding: 200 minutes push-in health or 200 minutes push-in ESL support in science

   **10th grade:**
   Entering, emerging: 200 minutes stand-alone ENL; 200 minutes push-in ESL support in health; 400 minutes push in ESL support in history
   200 minutes push-in ESL support in health; 400 minutes push in ESL support in history
   Transitioning: 200 minutes push-in health; 400 minutes push-in ESL support in social studies
   Advanced/commanding: 400 minutes push-in support in social studies

   **11 th Grade**
   Entering / Emerging: N/a
   Transitioning / advanced/commanding: 200 minutes push-in support in social studies; 200 minutes push-in support in English

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.

   3. Our program model comprises stand-alone ESL classes as well as push-in to content classes, and common planning across the curriculum.
   ESL teachers have common planning time with the English department. they offer a modified version of the grade-level English curriculum, with scaffolds to support English language learners and additional language acquisition strategies.

   ESL instruction is delivered in English. In the content areas, the teachers have common planning time with each co-teacher, and work and plan with her co-teacher and adapts the lesson given so that it is more accessible to the ESL students. They scaffold the instruction, makes modifications where needed to accommodate the student’s level, she will explain the vocabulary (front loading), modify the pacing and suggest strategies to successfully complete assignments. The focus is on literacy as well as language acquisition skills. Differentiation is a critical component for content area instruction, not only in the English class but in mathematics, social studies, and science. Again, scaffolding, pacing, instructional modifications and vocabulary play a key role in rolling out new concepts and most particularly in word problems. Additional strategies are:
   ---note taking from a supplementary text, using the Cornell model for note taking,
   ---summarizing and strengthening academic language in the content areas,
   ---paraphrasing when writing paragraphs and cloze exercises.
   our 9 th grade ELLs are programming in math and science classes in the PERC model, where peer tutors (Teaching assistant scholars) who has taken the class before support groups of students. ELLs are programmed in PERC classes with Teaching Assistant Scholars who can translate into their home languages.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
If the student is a first entrant to NYC they are eligible to take the LAB-R. If the home language is Spanish he/she will also take the Spanish LAB. Students are tested annually with the NYSESLAT to measure growth. For students who are literate in their native language, they can take the NYS Regents Examinations in their native language or use the native language version side by side with the English version and those exams can be graded by teachers proficient in those languages.

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

6a. SIFE students come with missed years of official school instruction. As a result, they are often illiterate in their home language as well as in English. These students must learn English, pass their classes and pass the NYS regents’ exams. In order to address their academic needs we offer them tutoring, online programs for credit recovery, reading programs for literacy, and counseling. In addition, we select for them age and interest appropriate materials. They are older and need more social and emotional interventions to keep them in school in order to graduate high school. In addition our SIFE students will be provided with the appropriate testing modifications for ELL students. These students are all assigned a counselor and an advisor to support academic behaviors. Within content classes, teachers plan supports with the ESL teacher and the ICT special education teacher. We have found that differentiation strategies that are effective with our ICT students are also effective with SIFE. Individual support is provided in after-school and Saturday tutoring. One of our ESL teachers Mr Sorensen has a background in social services, and provides additional socio-emotional support to our SIFE students.

6b. Newcomer ELLs are provided after school tutoring through a partnership with Hunter College. Where possible, newcomer ELLs are matched with advisors who speak their home languages, to provide academic counseling in home language and family contact without a translator.

6c. Developing ELL students are provided with intensive literacy support.

6d. Long Term ELL students are provided with additional literacy support in a small setting with our Wilson-trained special education teacher.

6e. Former ELLs are provided with push-in support in at least one content class, and their progress is monitored by the ESL coordinator. They still get extended time on class and state exams, for two years and the use of dictionaries and glossaries and tutoring. Former ELLs are provided the appropriate testing modifications. They are also supported via counseling, after school groups, tutoring and mentoring.

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?

Teachers make extensive use of SIOP practices, including visuals, graphic organizers, translations, access to bilingual and English dictionaries, access to online translation programs, Spanish Algebra and Living Environment textbooks and translations of the curricular texts used in English, and are assisted by teaching assistant scholars who can translate materials to students’ home languages, vocabulary building (including word walls), peer review, think/write/pair/share, double-entry journals, videos with Spanish subtitles, book recordings. Students with higher language needs (newcomers, SIFE) are paired up with more advanced students. ELLs in all subgroups complete projects throughout the year, including an interdisciplinary project in health careers that involves all content areas. They all participate in the mandatory fieldtrips to our partner institutions, Hostos Community College and Montefiore Hospital. Former ELLs continue to receive testing accommodations for up to two years, and push-in support in at least one content class.
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?

We have at least one ICT section for all core classes, stand-alone SETSS, and far more possible instructional minutes of ESL than mandated on each grade level, and individually program students to meet their needs.

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.

Wilson reading for ELLs with low literacy in English, particularly when they also have low L1 literacy.

After school tutoring for newcomer ELLs and other entering and emerging ELLs, through our partnership with Hunter College.

Small group academic intervention for SIFE students and ELL-SWDs.

ICT support for SIFE students and ELL-SWDs.

Push-in academic support in our literacy-heavy health classes by special education teachers.

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

We have partnered with the CUNY PERC program, where students have the opportunity to serve as teaching assistant scholars in classes they have marginally passed. We focused on recruiting ELL’s for this opportunity. It enables students who passed the class but did not pass the Regents to master the content more fully. It also enables students to develop their academic language in L1, as they tutor students with their same home language. It also enables students taking the class for the first time to have L1 support.

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

In prior years, we had a cohort of ELLs in each grade who received push-in support in all content areas. An unintended consequence of this model is that ESL students were together for most of the day, and were not interacting as much with non-ELL’s. Our new program allows students to be programmed more flexibly, so they have more choice in electives, and more access to special ed services. The PERC program enables beginner ELLs in 9th grade to get L1 support in classes that are not ESL classes.

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

We offer tutoring, extracurricular activities, PSAL sports, and Saturday tutoring to all students. Weekly contact from student advisors, and phone calls from the main office in home languages ensure that ELLs are aware of these opportunities. Our ELLs participate in after-school at a higher rate than non-ELLs.

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.

The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. Bilingual dictionaries are available. We incorporate technology into the curriculum, with research and writing taking place on computers where students have access to translation service and home language materials. As a blended learning learning environment that combines face to face instruction with online curriculum. The majority of our curriculum is teacher-created and aligned to common core. We have regular common-planning time in which all curriculum is co-planned by content teachers, special education teachers and ESL specialists. Students have access to bilingual dictionaries. The NorthStar ESL textbook series is used to supplement the curriculum.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Native language arts is offered in 11th grade.

Students in the teaching assistant scholar program prepare to tutor classes in their home languages.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

ESL instruction is tailored to our mission as an early-college school. HERO also has a strong advisory program where students have the daily opportunity to work and interact with each other in a smaller and more informal group setting. Advisors
monitor each student's progress and advise students to attend tutoring and take advantage of all our supplemental and afterschool activities.

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?

The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. Bilingual dictionaries are available. We incorporate technology into the curriculum, with research and writing taking place on computers where students have access to translation service and home language materials. As a blended learning learning environment that combines face to face instruction with online curriculum. the majority of our curriculum is teacher-created and aligned to common core. We have regular common-planning time in which all curriculum is coplanned by content teachers, special education teachers and ESL specialists. Students have access to bilingual dictionaries. The NorthStar ESL textbook series is used to supplement the curriculum.

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).

Over the summer, we offer an orientation to new students with teachers, administration and older students. When new students arrive during the year, they are connected with an advisor who supports their transition to the school.

17. What language electives are offered to ELLs?

Native language arts are offered to Spanish speakers.

We also offer an honors elective in humanities.

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)?

n/a

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs 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?

Content teachers have weekly common planning time with the ESL teachers who push-in to their classes, as well as weekly department meetings.

Teachers get five days of Readers Apprenticeship training through West Ed.

Our weekly professional development follows six-week cycle where

Week 1: Learn, practice and plan around the cognitive strategy for the marking period.

Week 2: Advisory data check

Week 3: Teacher volunteers for tuning protocol around recent efforts using this strategy in instruction.

Week 4: Learn, practice and plan around the cognitive strategy for the marking period. This cycle may differentiate for different teacher needs.

Week 5: Teacher volunteers for tuning protocol around recent efforts using this strategy in instruction.

Week 6: Advisory data check.

In addition, teachers have the opportunity to apply for professional development aligned to particular areas of interest. Our staff attends varied self-selected professional development, including a focus on implementing restorative circles, which is
turnkeyed to the staff in whole-staff PD.
Content teachers have weekly common planning time with the ESL teachers who push-in to their classes, as well as weekly
department meetings.
Teachers get five days of Readers Apprenticeship training through West Ed.
In addition, teachers have the opportunity to apply for professional development aligned to particular areas of interest. Our
ESL coordinator attends a TESOL conference.

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.
9th graders have advisory class every day (twice as much as other students). We have a ninth grade advisory lead and
a 9th grade social worker, who support the 9th grade advisors through shared curriculum, push-in modeling, kid talk, and biweekly advisory professional developments. In addition, advisors have the funded opportunity to attend restorative circles training.
West Ed's Reader's Apprenticeship disciplinary literacy approach, which drives our academic professional development, is a
research-tested model shown to improve English language learners language skills and access to content. It drives 80 minutes
every two weeks of professional development.
Agendas and attendance are tracked through google docs.

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?
Advisors schedule student-led academic conferences with students and their families. Where possible, advisors are assigned
who speak the students' home language, and staff members are scheduled to join. Preparation for the conference is done
with the students' content and ESL teachers. The outreach is tracked in skedula, and the conference dates are tracked through
or google for educators.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response to questions here: Parents are informed through letters, flyers, and phone calls. The school organized a
Curriculum Night where parents were informed about their students' academic programs and school expectations. The Parent
Association organizes regular meetings. Interpreters are available for these parent meetings. Our two bilingual school social
workers are in regular contact with parents, as are the students' advisors.

Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for
ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:
Part 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, Kristin Cahill Garcia, 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 NYSITELL 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 NYSITELL, 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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Kristin Cahill</td>
<td>Principal</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Susanna Tenny</td>
<td>Assistant Principal</td>
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<tr>
<td></td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
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<tr>
<td>Judith Nysenholc</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td></td>
<td>Parent</td>
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<tr>
<td>Crystal Santiago</td>
<td>Teacher/Subject Area</td>
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<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 07x259  School Name: HERO High  Superintendent: Fred Walsh

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>
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<td>(*Primary)</td>
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* 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.

   Several members of our staff (the social worker, guidance counselor, early college liaison, community associate, school aide, and math teacher) are fully bilingual in Spanish; therefore, any parent that needs interpretation and translation can easily obtain it. We have also started using online translation programs to translate the letters, flyers and documents that are sent home. Bilingual staff is present at all the meetings with parents to ensure adequate interpretation.

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.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
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<tr>
<td>English</td>
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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>
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<tbody>
<tr>
<td>School staff provides all translations in-house and all documents will be translated before they are sent to the student's home. DOE forms and letters (such as permission slips or ESL services continuation letters) will be duplicated from the DOE website. All documents that are addressed to parents will be shared with a bilingual staff member, who will provide a translation before they are sent to the parents.</td>
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</table>

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>
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<tbody>
<tr>
<td>School staff (as described above) provide all oral interpretation services.</td>
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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.)

The school will follow all mandated guidelines as prescribed in Chancellor’s Regulation A-663. Specifically, the school will provide immediate services; or within 10 days of a new student enrolling into the school, we will provide the Parent/Guardian Home Language Identification survey and video. In addition, during school meetings or conferences, all bilingual families will receive translated materials such as the Bill of Parent Rights and Responsibilities. In addition, the main office has a poster with information stating translation and interpretation services available to them.

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?

We monitor the quality of our translation services primarily through monitoring frequency and nature of contact with families of our ELLs in Skedula.

We solicit feedback from families through our PA.