2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 07X670
School Name: HEALTH OPPORTUNITIES HIGH SCHOOL
Principal: ANDREW CLAYMAN
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Health Opportunities High School  | School Number (DBN): 07X670
Beds Code: 320700011670
Grades Served: 9-12
School Address: 350 Gerard Avenue Bronx NY 10451
Phone Number: 718-401-1826  | 718-401-1632
Fax: 718-401-1632
School Contact Person: Julie Mchedlishvili
Email Address: jmchedlishvili@schools.nyc.gov
Principal: Julie Mchedlishvili
UFT Chapter Leader: Frank Georgiadis
Parents’ Association President: Evelyn Vargas
SLT Chairperson: Sarah Knotts
Title I Parent Representative (or Parent Advisory Council Chairperson): Simone Williams
Student Representative(s): Kevin Boateng, CallejeTesis
CBO Representative: N/A

District Information

Geographical District: 7  | Superintendent: Michael Alcoff
Superintendent’s Office Address: malcoff@schools.nyc.gov
Superintendent’s Email Address: 718-935-3074  | 718-935-3074
Phone Number: 718-935-3074  | Fax: 718-935-3074

Field Support Center (FSC)
FSC: Bronx  Executive Director: Jose Ruiz

Executive Director’s Office Address: 1230 Zerega Avenue Bronx NY 10462/ One Fordham Plaza Bronx NY 10458

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776/ 718-741-8895  Fax: 718-828-6280
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>
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</thead>
<tbody>
<tr>
<td>Julie Mchedlishvili</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>Frank Georgiadis</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Evelyn Vargas</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Simone Williams</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Kevin Boateng</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>CallejeTesis</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Sarah Knotts</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td>Yolanda Fullard</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Gina Devot-philippeaux</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Nurys Morel</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Angela Perez</td>
<td>Member/ Parent</td>
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<tr>
<td>Simone Williams</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Paulina Arthur</td>
<td>Member/ Parent</td>
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<td>N/A</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and SCEP Development

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

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.
In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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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>
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<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>
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<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>
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<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>
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Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

### 1. What is your school’s mission statement?

According to our Mission Statement:

At Health Opportunities High School we are dedicated to providing rigorous and stimulating instruction as well as establishing a nurturing and supportive environment that will enable our students to achieve their graduation requirements. Our graduates will be prepared for higher education and the world of work. We are committed to seeing our students achieve academic excellence, global awareness, and leadership skills.

### 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.

Our standards-driven instruction, internships and study opportunities enable all students to acquire career related skills, explore issues of self-awareness, interpersonal relationships, and respond to the demands of global citizenry. We strive to create well-rounded civic-minded individuals who are involved in local as well as global communities, and who are prepared to succeed long after they have graduated from our school.

Using the data from the Learning Environment Survey and recommendations from student members of School Leadership Team and Student Council, we made our priority to provide all with the experiences of a large school within a close knit community that values the needs of each constituent member. At HOP every student is nurtured, known, safe and challenged.

We believe in strong correlation between academic support and emotional and social development. The school succeeds at offering the mixture of rigorous curriculum, including 5 Advanced Placement courses, required four years sequence in Math and Science, three foreign language, for-credit after school and Saturday program, work certifications program with a support team of four guidance counselors and three social workers. We are one of ten schools in NYC who has a fully-staffed medical clinic in partnership with Morris Heights Community Health Center and Day One Teen Rapp program. Public School Athletic League and robust variety of clubs and societies provide of opportunities for students to pursue different interest.

We start the new partnership with NYU College Corps and expect to continue the results in 95% of our graduating seniors being accepted to colleges. The graduation requirement for our school is at least 120 hours of community service. Partnerships with Hostos Community College and Department of Aging Geriatric Care allow students to graduate with certifications in Home Health Aide, Nursing Assistant, Coding and Billing, Phlebotomist Assistant and Pharmaceutical technician. We provide robust and diverse array of activities for students: LEAP On Stage, Liberty Partnership programs, Blue Cross Blue Shield, BUILD and receive the Service in School award every year.

Through belief in three “As”, Academic, Athletics and Arts, we offer courses in every artistic discipline, Chorus, Drama, Art, Artistic Textiles, Journalism, Film and Media Studies, Dance, Photography and our students participate in the Talent Shows and exhibit their work.

Starting the fall 2017 the targeted group of tenth graders are involved in AVID, Achievement via Individual Determination. The program is dedicated to closing achievement gap by preparing students for college and post-secondary opportunities through Writing, Reading, Inquiry, Organization and Collaboration.
3. Describe any special student populations and what their specific needs are.

42% of our student population are students with needs, including Students with Disabilities and English Language Learners.

Students with Disabilities include the equal number of students with learning disabilities and emotional disabilities.

The growing number of English Language Learners are also Students with Interrupted Formal Education. The growing number of our English Language Learners leave in the middle of the academic year for a significant time to the countries of their origin and do not attend schools there. This negatively affects the credit accumulation when students come back and impacts the high chronic absenteeism rate.

24% of our students are in the temporary housing.

We are 91% free or reduced lunch.

The 97% of our students are first in their families to attend college.

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.

Our school has made the most progress over the years in the element of “Collaborative Teachers”. After analyzing data from our “in-house” observations tracker and later from Advance, we realized that we have to provide more time for professional development for teachers in areas of instruction being customized, inclusive, motivating and aligned to the Common Core, with high standards set in every classroom, and students achieving at ever higher levels. Instituting a mastery-based curriculum that focuses on skills explicitly tied to meaningful future career paths will connect string instruction to a higher level of post-secondary readiness. In order to achieve this, all content areas teams (ELA, Math, Science, Social Studies, and Special Education) meet on a daily basis at designated time to plan and collaborate. This academic programming initiative was facilitated in collaboration with School Time Lab personnel to provide the faculty with an opportunity to work on development of students’ academic behavior, plan rigorous and challenging instruction, develop assessments, analyze those assessments and implement action plans to improve instruction based on those assessments.

The school has made a remarkable progress in the area of Supporting Environment. The overall school attendance increased from 76% to 81% in the 2017-2018 school year. We attribute this increase to the expanded initiative of Success Mentors and implementation of KINVOLVED parent notification app.

We made the most progress in the element Strong Family and Community Ties, through effective planning and reciprocal communication with families, parents participate in variety of activities on how to engage their children in learning and have an opportunity to take classes in the evening on school campus through Adult Learning Center at Hostos Community College and offered by our own faculty.

The key area of focus for this year will concentrate in the element of Rigorous Instruction and Supportive Environment as identified through a variety of data tools and after completing a comprehensive needs assessment.
### School Demographics and Accountability Snapshot for 07X670

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 491
- 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): 63
- # SETSS (ELA): 30
- # Integrated Collaborative Teaching (ELA): 111
- # Special Classes (Math): 60
- # SETSS (Math): 28
- # Integrated Collaborative Teaching (Math): 82

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 2
- # Music: 10
- # Drama: 4
- # Dance: 1
- # CTE: N/A

#### School Composition (2017-18)
- % Title I Population: 86.0%
- % Attendance Rate: 80.2%
- % Free Lunch: 83.5%
- % Reduced Lunch: 1.2%
- % Limited English Proficient: 12.0%
- % Students with Disabilities: 22.6%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 1.2%
- % Black or African American: 38.9%
- % Hispanic or Latino: 55.8%
- % Asian or Native Hawaiian/Pacific Islander: 1.8%
- % White: 1.8%
- % Multi-Racial: 1.6%

#### Personnel (2015-16)
- Years Principal Assigned to School: 6.82
- # of Assistant Principals: 6
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 19%
- % Teaching with Fewer Than 3 Years of Experience: 9%
- Average Teacher Absences: N/A
- Average Principal Absences: N/A

#### ELA Performance at levels 3 & 4 (2018-19)
- % Met Adequate Yearly Progress (AYP): 53%
- % Met Adequate Yearly Progress (AYP) in Mathematics: 56%

#### Mathematics Performance at levels 3 & 4 (4th Grade) (2016-17)
- % Met Adequate Yearly Progress (AYP): 49.3%
- % Met Adequate Yearly Progress (AYP) in Mathematics: 50%

#### Science Performance at Levels 3 & 4 (4th Grade) (2016-17)
- % Met Adequate Yearly Progress (AYP): 49.3%
- % Met Adequate Yearly Progress (AYP) in Mathematics: 50%

#### Regents Diploma w/ Advanced Designation (2015-16)
- % Met Adequate Yearly Progress (AYP): 63.3%
- % Met Adequate Yearly Progress (AYP) in Mathematics: 9%

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

### 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
  - Black or African American: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

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

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - White: N/A
  - Students with Disabilities: N/A

#### Adequate Yearly Progress (AYP) for High Schools (2016-17)

- ELA Performance at levels 3 & 4: 53%
- Mathematics Performance at levels 3 & 4: 56%
- US History Performance at Levels 3 & 4: 50%
- 4 Year Graduation Rate: 49.3%
- 6 Year Graduation Rate (2011 Cohort): 67.4%
- % ELA/Math Aspirational Performance Measures (2015-16): 9%

#### Adequate Yearly Progress (AYP) for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 53%
- Mathematics Performance at levels 3 & 4: 56%
- US History Performance at Levels 3 & 4: 50%
- 4 Year Graduation Rate: 49.3%
- 6 Year Graduation Rate (2011 Cohort): 67.4%
- % ELA/Math Aspirational Performance Measures (2015-16): 9%
| Economically Disadvantaged | YES | ALL STUDENTS | YES |
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
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<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
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<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
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<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
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</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
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.

Strengths:

In the past 2 years student results on all Regents exams increased: Common Core ELA - 90%, Global History and Geography - 75%, Common Core Algebra - 72%.

70% of students say that they learn a lot from feedback on their work, according to the Learning Environment Survey, the increase from the previous years

Needs:

- Central-led Review recommended re-evaluating the instructional program as it relates to English Language Learners and students with disabilities. In order to promote high expectations for ELLs and SWDs, additional structures and supports should be put in place for classroom teachers and for students.
- 11% of students graduated college ready as per School Quality Snapshot
- 44% of teachers are rated Developing or Ineffective in 3b, Using Questioning and Discussion Techniques as per Advance.
- Annual Yearly Progress for English Language Arts for 2017 school year was 135, 3 points below Safe Harbor Target
- The school’s population of students with special needs, including Students with Disabilities and Limited English Proficiency increased to 42%

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—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, every English Language Learner and Student with Disabilities will have an access to skills explicitly tied to literacy and increased language acquisition, resulting in 5% increase in student pass rates on the ELA and Social Studies Regents Exams (from 66% to 71%)
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- 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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Content area teachers</td>
<td>Fall 2018-</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>Special Education teachers</td>
<td>Spring 2019</td>
<td>School Leaders</td>
</tr>
</tbody>
</table>

Teacher teams of core content area and Special Education and English Language Learners teachers will meet two times a week during common planning time (CPT) and plan curricula and tasks that are aligned to Common Core Learning Standards, incorporate the instructional shifts, and plan to emphasize rigorous habits and higher-order skills and to provide data-driven scaffolds that cognitively engage all learners. Teachers will study Common Core Learning Standards and use what they learn to guide discussions about the adequacy of their current instructional efforts, to organize subsequent improvement activities, and to create common assessments that will be administered four times a year. Teachers will research the skills explicitly meaningful to future career paths and incorporate those skills through the units.

- Grade level teams of teachers will meet two times a week and plan curricula and tasks that are aligned to Common Core Learning Standards, incorporate the instructional shifts, and plan to emphasize rigorous habits and higher-order skills and to provide data-driven scaffolds that cognitively engage all learners.

- All faculty will engage in unit planning on a weekly basis, with unit plans being evaluated by the teacher teams using the modified tri state rubric and teachers receiving feedback on the feedback that they provide to students on student work.

- "Teaching Matters" coaches, educational consultants, will meet with every team twice a week and will conduct Japanese Lesson Studies cycles with every content area teacher. The overarching goal of the PD series is to increase teacher’s pedagogical knowledge around skills that increase students’ literacy skills, and improve students’ discussion skills in the classroom to engage students in authentic learning experiences and providing students with actionable feedback on student work.
Learning Walks for all teachers will occur on a regular basis in collaboration with Community School for Social Justice. Teachers participating in the Learning Walks will evaluate the level of structures around literacy and discussion in the classrooms and identify high-leverage trends.

<table>
<thead>
<tr>
<th>All faculty</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>School Leaders</th>
</tr>
</thead>
</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.

Curriculum Night will take place in September and will incorporate presentations by the core teacher teams in collaboration with Guidance Department on literacy-based projects. Parental Resources Fair will take place in February and incorporate data-driven presentations from Grade level teams on students’ achievement in strong communication and interpersonal skills. Parent Coordinator, team leaders and school leaders will be responsible for implementation and oversight from September 2018 till June 2019.

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.

* Per Diem rate will be budgeted to accommodate inter-visitation schedule during Learning Walks

* East Side House grants to procure attendance incentives and refreshments for parents during Parental Resources Fair

* Title I Priority/ Focus Program funds will be budgeted to procure the services of “Teaching Matters”

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

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

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, core subject areas teacher teams will collaboratively develop rigorous CCLS-aligned units of study to focus on skills explicitly tied to literacy and increased language acquisition as measured by the development of two (2) units of study that will result in 5% increase in all January 2019 NYS Regents Exams as evidenced by Regents Exams Documents Status reports and monitored through Common Assessments two times during a fall semester (November, January).

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

- Jupiter Grades
- Advance Tracker
- Teacher Evaluations
- STARS
- Tri-State rubric unit evaluation metric

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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

| Part 1a. Alignment to DTSDE Statements of Practice |
|---------------------------------------------|-----------------|
| **Tenet 5 Statement of Practice**            | **SOP(s) Addressed** |
| Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan. | |
| 5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | X |
| 5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | X |
| 5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | X |
| 5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | |

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths: In 2017-2018 school year school continued to provide supportive environment through the structures of Pupil Personnel Team, including two staff members for every child.

Success Mentors teams reduced the chronic absenteeism of 60 students on the caseload as evidence by RPAR

Students’ overall scholarship report increased by 7% across all grades as evidence by STARS School Scholarship Report.

School’s Overall Attendance increased from 76% to 81% in 2017-2018 school year.

Needs: In 2017-2018 school enrollment is 480 students. 167 students are identified chronically absent and having 85% or less attendance for school year 2017-2018. According to the NYC School Survey 85 percent of students feel safe at the school, but only 64% percent of students stated that they feel it is important to come to school every day.
According to the School Quality Snapshot 56% of students earned 10+ credits in the 10th grade and 66% of students earned 10+ credits in the 11th grade.

52% of students graduated from high school and enrolled in college or other post-secondary program within 6 months.

The evaluation of data trends established a direct correlation between credit accumulation, students' attendance, and students' enrollment in post-secondary programs.

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

By June 2019, the school will deepen engagement for 10th and 11th graders in AVID cohorts by providing them with extracurricular supports that offer them opportunities to gain knowledge and experience of post-secondary options, resulting in a 5% increase in overall attendance from 80% to 85%.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
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</thead>
<tbody>
<tr>
<td>All students</td>
<td>Fall 2018 - Spring 2019</td>
<td>School Leaders</td>
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<td></td>
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<td>Guidance Counselors</td>
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<td>Attendance Teacher</td>
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<td></td>
<td>Chronic Absentee Social Worker</td>
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<td></td>
<td></td>
<td>Community Associate</td>
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<td></td>
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<td>Parent Coordinator</td>
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<td></td>
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<td>Teen-RAPP and Morris Heights Clinic social workers</td>
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<td>Success Mentors</td>
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<td>Single Shepherds</td>
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</tbody>
</table>

- Attendance Plan is developed at the beginning of the year by the Attendance Committee in conjunction with Pupil Personnel Team. The plan indicates the key outreach activities.

- Every targeted chronically absent student (Success Mentee) will be assigned to the adult Success Mentor. Success Mentor will meet with a mentee on a daily basis to monitor attendance. If student is absent, mentor will reached out to parent(s).

- Success Mentor team will meet on a weekly basis (Tuesdays) with a team leader (Guidance Counselor) to discuss attendance progress of mentees and discuss strategies and incentives.

- Success Mentor team leader and two other Success Mentors will meet with the Attendance Team on a weekly basis (Wednesday) to monitor the progress of targeted students and discuss strategies.

- East Side Houses Settlement Attendance Teacher will visit the homes of chronically absent students at night and on the weekends to provide counseling sessions with parents.

- AVID team will meet twice a week to engage in “Kid-Talk” activity, addressing the attendance and lateness of the students, develop action plans on how sustain social and emotional developmental health and academic success and to develop a common understanding of the importance of creating a safe school community, and having separate individual conferences about/with students. The team will develop a plan on providing students extracurricular supports and opportunities to gain knowledge and experience of post-secondary options to gage students’ interest in school.
AVID team, Advancement via Individual Determination, will develop and implement plan to help students develop and skills and behaviors for academic success.

* AIDP Social Worker, sponsored by the Office of School and Youth Development will solely work on reducing chronic absenteeism and through counseling fostering a sense of ownership in students.

* Single Sheppard initiative, sponsored through the Office of School and Youth development, will provide additional guidance counselors to support and sustain student social and emotional developmental health and academic success.

<table>
<thead>
<tr>
<th>All 10th graders</th>
<th>Fall 2018 - Spring 2019</th>
<th>School Leaders, AVID teachers, Success Mentors, Teacher teams, AIDP Social Worker, Single Sheppard Guidance Counselors, AVID teachers</th>
</tr>
</thead>
</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.

Meeting with parents of students participating in AVID will take place in September where parents will learn about the program's mission and vision and the correlation between importance of attending school on the regular basis and attending higher level institutions after high school.

Family Summit providing parents with workshops on how help students succeed will take place in November and will be conducted by Parent Coordinator and 10th and 11th grades teacher teams

Resources’ Fair providing parents with necessary resources and skills and knowledge to navigate college application process will take place in February and will be conducted by Parent Coordinator, college counselor and 10th and 11th grade teams.

Parental Breakfasts targeting the parents of all students and focusing on importance of attendance will take place in December and April.

**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.

- Part of the UFT contract: 80 minutes weekly professional development.
- East Side House Settlement grant to pay per session to Attendance Teacher making home visits during off-school hours.
- East Side House grant to procure attendance incentives and refreshments during Family Summit, Resource Fair and Parental Breakfasts.
- Office of School and Youth Development provides funding for social worker and Single Sheppard guidance counselors.
* Title I Priority/Focus funds to procure AVID partnership

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[X ] Tax Levy</td>
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<tr>
<td>[ ] Title I 1003(a)</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 June 2019, 100% of 10th and 11th graders in Achievement via Individual Determination (AVID) cohorts will receive extracurricular supports that provide opportunities to gain knowledge and experience of postsecondary options that will result in 5% increase in overall attendance as evidenced by RPAR.

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

- PAR
- R4RR
- RISA
- RPCC

**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. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 4 Statement of Practice</td>
<td></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
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</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
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</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
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</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
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.

Strengths: In 2017-2018 school year strong teacher teams structure allows for horizontal and vertical alignment of practices through analyzing student work and progress monitoring. This structure led to the improved achievement on NYS Regents exams for students with disabilities by 10%.

Needs:

* According to College and Career Readiness portion on School Quality Snapshot 17% of students successfully completed approved college and career preparatory courses and exams, 11% of students graduated college ready, and 52% graduated from high school and enrolled in college or other post-secondary program within 6 months.

* According to Learning Environment Survey 69% of teachers say that teachers are eager to try new ideas, 72% of teachers say that they feel responsible that all students learn, and 66% of teachers take responsibility for improving school.
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—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all core content and special education teachers will engage in collaborative interdisciplinary planning focused on College and Career readiness skills, which will result in 5% increase in number of students who graduate college ready as evidenced by College and Career Readiness portion in School Quality Snapshot.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- 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>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Fall 2018 - Spring 2019</td>
<td>Team Leaders</td>
<td>School Leaders</td>
</tr>
<tr>
<td>Grade levels teacher teams will meet three times a week during common planning time (CPT) and plan curricula and tasks that are aligned to Common Core Learning Standards, incorporate the instructional shifts, and plan to emphasize rigorous habits and higher-order skills and to provide data-driven scaffolds that cognitively engage all learners. Teachers will study Common Core Learning Standards and use what they learn to guide discussions about the adequacy of their current instructional efforts, to organize subsequent improvement activities, and to create common assessments that will be administered four times a year. Teachers will research the skills explicitly meaningful to future career paths and incorporate those skills through the units.</td>
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</table>

Grade level teams will meet three times a week to engage in “Kid-Talk” activity, addressing the attendance and lateness of the students, develop action plans on how sustain social and emotional developmental health and academic success and to develop a common understanding of the importance of creating a safe school community, and having separate individual conferences about/with students. The teams will develop a plan on providing students extracurricular supports and opportunities to gain knowledge and experience of post secondary options to gage students’ interest in school.

College Access for All team will evolve in AVID team to develop and implement the plan to integrate work-based experiences in the school day and will work with NYU College Corps counselor to increase routine and intentional collaboration between content teachers and school staff who are responsible for career development.

College Access for All team will continue implementing career-planning events for students during the year that will include community internships, job-shadowing, workshops.
Grade level teams of teachers and content area teacher teams will meet on a weekly basis and plan curricula and tasks that are aligned to Common Core Learning Standards, incorporate the instructional shifts, and plan to emphasize rigorous habits and higher-order skills and to provide data-driven scaffolds that cognitively engage all learners.

| AVID 10th and 11th grade team, Advancement via Individual Determination, will develop and implement plan to help students develop and skills and behaviors for academic success. | All teachers | Fall 2018 - Spring 2019 | Team Leaders  
School Leaders |
| AVID teachers | Fall 2018- Spring 2019 | School Leaders  
AVID coordinator |

| N/A | N/A | N/A | N/A |

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.

Meeting with parents of students participating in AVID will take place in September where parents will learn about the program’s mission and vision and the correlation between importance of attending school on the regular basis and attending higher level institutions after high school.

Family Summit providing parents with workshops including but not limited to "How to help your students study" will take place in November and will be conducted by Parent Coordinator.

Resources’ Fair providing parents with necessary resources and skills and knowledge to navigate college application process will take place in February and will be conducted by Parent Coordinator and college counselor.

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.
* Per Diem rate will be budgeted to accommodate inter-visitation schedule during Learning Walks.

* Part of the UFT contract: 80 minutes weekly professional development.

* East Side House grants to procure attendance incentives and refreshments for parents during Parental Resources Fair

* Title I Priority/Focus funds to procure AVID partnership

### 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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<th>Tax Levy</th>
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<td>Other</td>
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</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 June 2019, 100% of core content area teachers and Student with Disabilities teachers will engage in collaborative interdisciplinary planning that will result in 5% increase in number of students who graduate college ready as evidenced by College and Career Readiness portion in School Quality Snapshot.

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

- STARS
- Advance Evaluation Tracker
- Jupiter Grades
- Internal Survey

#### 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. (*Aligned to DTSDE Tenet 2: School Leader Practices and Decisions*)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 2 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
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.

Aside from the Mission statement, the school faculty agreed upon the following Vision statement: “At H.O.P every student is safe, known, nurtured, and challenged.”

* 11% of students graduated college ready as per School Quality Snapshot.

Occurrences of suicidal ideation increased to 27% in 2017-2018 school year as per Online Occurrence Reporting System.
## 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of teachers will participate in professional development to gain knowledge and awareness of the importance of teaching students Emotional Intelligence in conjunction with promoting mental health awareness that will result in 5% increase in the 4 year graduation rate from 60% to 65%.
### 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., average/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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All faculty</td>
<td>Fall 2018- Spring 2019</td>
<td>Teacher leaders, School Leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>Fall 2018- Spring 2019</td>
<td>School Leadership</td>
</tr>
<tr>
<td>All faculty</td>
<td>Fall 2018- Spring 2019</td>
<td>&quot;Teaching Matters&quot; Team Leaders, School Leaders</td>
</tr>
<tr>
<td>All faculty</td>
<td>Fall 2018- Spring 2019</td>
<td>Team Leaders, School Leadership</td>
</tr>
<tr>
<td>All faculty</td>
<td>Fall 2018- Spring 2019</td>
<td>Team Leaders, School Leadership</td>
</tr>
</tbody>
</table>

- All faculty will participate in the year-long professional development based on the YALE RULER training and develop skills needed to address students’ emotional intelligence and will provide students with emotional intelligence skills.
- The School Leadership will offer professional development and ongoing activities that will help teachers incorporate students’ cultures/backgrounds into the curriculum to make learning more meaningful, to be able to connect to students of different cultures/backgrounds (Book Clubs), being able to appreciate different culture/background (Multicultural Day Celebrations and Talent Shows).
- “Teaching Matters" coaches, educational consultants, will meet with every team twice a week and will conduct Japanese Lesson Studies cycles with every content area teacher. The overarching goal of the PD series is to increase teacher’s pedagogical knowledge around skills that bring project-based, problem-based, and community-based learning in the classroom to engage students in authentic learning experiences and incorporating ongoing checks for understanding and providing students with actionable feedback on student work.
- Learning Walks for all teachers will occur on a regular basis. Teachers participating in the Learning Walks will evaluate the level of structures learning around group work and teamwork in the classrooms and on developing emotional intelligence skills in the classroom and identify high-leverage trends.
- * All faculty will engage in a professional Book Club and will focus on reading, analyzing and implementing strategies suggested by the excerpts from “Teaching students with trauma”, “Teaching like a Pirate”, and “For White Folks who Teach in the Hood”.

### 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.

Curriculum Night will take place in September and will incorporate presentations by the core teacher teams in collaboration with Guidance Department on including project-based, problem-based learning into the classroom setting and the necessity of building skills explicitly tied to meaningful career paths. Parental Resources Fair will take place in February and incorporate data-driven presentations from Grade level teams on students’ achievement in strong communication and interpersonal skills. Parent Coordinator, team leaders and school leaders will be responsible for implementation and oversight from September 2018 till June 2019.

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.

Title I Priority/ Focus is used to procure "Teaching Matters".

Per Diem rate will be budgeted to accommodate inter-visitation schedule during Learning Walks

East Side House grants to procure attendance incentives and refreshments for parents during Parental Resources Fair

SUNY Liberty Partnership will sponsor per session for teachers working after school for multicultural activities

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>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
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<th>C4E</th>
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</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 June 2019, 100% of teachers will participate in professional development to gain knowledge and awareness of the importance of teaching students Emotional Intelligence in conjunction with promoting mental health awareness that will result in 5% increase in students’ achievement on all NYS Regents Exams as compared to the June 2018 data.

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

STARS

Jupiter Grades

Internal Survey
**Advance tracker**

PPO Feedback

**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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 6 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 1b. Needs/Areas of Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
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</tbody>
</table>

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
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.

As per Learning Environment Survey, 79% of parents indicated that teachers communicated with them about the child's performance.

89% of parents indicated that they communicated with child’s teacher about performance, 80% of families say that they are likely to attend a general school meeting or school event.

According to College and Career Readiness portion on School Quality Snapshot 17% of students successfully completed approved college and career preparatory courses and exams, 11% of students graduated college ready, and 52% graduated from high school and enrolled in college or other post-secondary program within 6 months.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

| By June 2019, the school will offer multiple opportunities for parents to participate in college and career awareness workshops, which will result in a 5% increase (from 53% to 58%) in the number of students who graduate and enroll in college or other post-secondary program within 6 months, as evidenced by College and Career Readiness portion in School Quality Snapshot. |
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- 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><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

**College Access for All**

- All students and their parents
- Fall 2018-Spring 2019
- College Access for All teachers
- Parent Coordinator
- School Leaders
- Guidance Counselors

- College Access for All team will engage in intentional assessment and exploration of college and career aspirations inside and outside the school day, and will continue to bring resources from the community into the school building by developing partnerships with families, business, and community-based organizations.

- Service-learning and community-based projects will be offered and organized through Hostos Liberty Partnership and SOBRO.

- Family Summit focusing on strengthening the school mission and improving the school-families partnership will take place in November.

- * Resources' Fair will take place in February. Staff and families will participate in activities promoting partnership in educating children and counseling to parents on post-secondary options.

- * Parental Breakfasts providing parents with skills and resources on how to help their children stay engaged in school will take place in December and April.

- * Multicultural Fair and talent Show will take place in May. Parents, students and staff will participate in the all-day event promoting tolerance, inclusiveness and educating each other about their culture.

**Meeting with parents of students registered for Advanced Placement courses**

- All students in Advanced Placement program and their parents
- All students and their parents
- Fall 2018-Spring 2019
- Parent Coordinator
- Team Leaders
- Advanced Placement Coordinator

- Meeting with parents of students registered for Advanced Placement courses will take place twice a year to inform parents about the opportunities in college preparation and rigor and will gather parents’ feedback to improve the program.
* Grade-level teams will conduct data-driven presentations for parents on students’ achievement in strong communication and interpersonal skills on the monthly basis.

* Students will begin conducting student-led conferences discussing their progress toward academic achievement to parents during Tuesday meetings with parents.

Hostos Community College School of Adult and Continuing Education will start after school program on campus and will offer free classes for parents in English as a Second Language, Naturalization, and Certified Nursing Assistant. Parents will participate in orientation to register for these courses twice a year.

Hostos Community College School of Adult and Continuing Education will offer Summer Bridge program for incoming 9th graders during the summer of 2018. Parents will participate in the Summer Bridge orientation and will provide their input.

Parental workshops are being offered for CPR/AED certification.

Series of workshops for all parents focusing on "How to help your child succeed in school," "How to help your child study," "Why attendance is important"

<table>
<thead>
<tr>
<th>All parents</th>
<th>Fall 2018-Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 9th Grade parents</td>
<td>School Leadership Parent Coordinator</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.

| Hostos Community College School of Adult and Continuing Education |
| NYU College Corps |
| Hostos Liberty Partnership |

### 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.
Schedule will be adjusted to incorporate Advanced Placement Courses in the schedule.

Part of the UFT contract: 40 minutes weekly for parental engagement.

* Title I Priority/ Focus Program parental funds will be budgeted to procure the services for Parental Breakfasts.

Partnership with Hostos Community College offers the services for free.

### 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></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
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</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 June 2019, 100% of parents will have opportunities to participate in college and career awareness workshops that will result in 5% increase in number of students who graduate and enroll in college and other post-secondary program within 6 months as evidenced by College and Career Readiness portion in School Quality Snapshot.

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

Learning Environment Survey

College and Career Readiness portion on School Quality Snapshot

**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>Placement test through Performance Series</td>
<td>Test-taking strategies</td>
<td>Tutoring (small group; one-to-one)</td>
<td>During and after the school day</td>
</tr>
<tr>
<td></td>
<td>Failing grade on NYS Regents Exams and interim assessments</td>
<td>Cornell Note-taking</td>
<td>Targeted Intervention</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td></td>
<td>Students perform below grade level</td>
<td>Online practice test</td>
<td>Peer-tutoring</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarization, questioning, identifying detail techniques</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Inquiry and observation skills</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Graphic Organizers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Technology being used to achieve blended learning in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Placement test through Performance Series</td>
<td>Test-taking strategies</td>
<td>Tutoring (small group; one-to-one)</td>
<td>During and after the school day</td>
</tr>
<tr>
<td></td>
<td>Failing grade on NYS Regents Exams and interim assessments</td>
<td>Cornell Note-taking</td>
<td>Targeted Intervention</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td></td>
<td>Students perform below grade level</td>
<td>Online practice test</td>
<td>Peer-tutoring</td>
<td>Every day during the school day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarization, questioning, identifying detail techniques</td>
<td></td>
<td>Twice a week after school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inquiry and observation skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Assessment</td>
<td>Skills/Techniques</td>
<td>Intervention</td>
<td>Timeframe</td>
</tr>
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</tr>
<tr>
<td><strong>Science</strong></td>
<td>Placement test through Performance Series</td>
<td>Graphic Organizers with technology; Test-taking strategies; Cornell Note-taking</td>
<td>Tutoring (small group; one-to-one)</td>
<td>During and after the school day</td>
</tr>
<tr>
<td></td>
<td>Failing grade on NYS Regents Exams and interim assessments</td>
<td>Summarization, questioning, identifying detail techniques; Inquiry and observation skills</td>
<td>Targeted Intervention</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td></td>
<td>Students perform below grade level</td>
<td>Graphic Organizers with technology; Test-taking strategies; Cornell Note-taking</td>
<td>Peer-tutoring</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Placement test through Performance Series</td>
<td>Graphic Organizers with technology; Test-taking strategies; Cornell Note-taking</td>
<td>Tutoring (small group; one-to-one)</td>
<td>During and after the school day</td>
</tr>
<tr>
<td></td>
<td>Failing grade on NYS Regents Exams and interim assessments</td>
<td>Summarization, questioning, identifying detail techniques; Inquiry and observation skills</td>
<td>Targeted Intervention</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td></td>
<td>Students perform below grade level</td>
<td>Graphic Organizers with technology; Test-taking strategies; Cornell Note-taking</td>
<td>Peer-tutoring</td>
<td>Twice a week after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Related Services indication on Individual Education Plan Recommendation from Pupil Personnel Team</td>
<td>Counseling, mentoring, peer-mentoring</td>
<td>Group counseling sessions One-on-one counseling sessions</td>
<td>Every day</td>
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</tbody>
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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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We currently have 52 students who are indicated as being in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students will receive welcome packages that include a backpack and various school supplies. In addition, we will purchase toiletries and snacks to provide our STH population. Students will have their supplies replenished throughout the year as needed.</td>
</tr>
<tr>
<td></td>
<td>Students receive counseling, before and after school tutoring, in case they missed school, groups counseling, if applicable.</td>
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<tr>
<td></td>
<td>Resource Fair connects their parents with community resources and all necessary service.</td>
</tr>
</tbody>
</table>

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

N/A
Section 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.

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tr>
</tbody>
</table>

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.

Interviews are set up with prospective staff that fulfills all licensing requirements.

Teaching assignments are arranged according to areas of teacher strength.

In order to ensure our staff is highly qualified, ongoing professional development sessions are held throughout the year and are based on staff need.

New teachers are provided with new teacher orientation at the beginning of the year.

New teachers become part of mentoring plan, where they are matched with experienced pedagogues to guide them in the new profession.

Teachers receive an opportunity to participate in leadership positions.

2b. High Quality and Ongoing Professional Development

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

Every week, two hours are dedicated for whole staff professional development. During this time, strategies for meeting Common Core Standards are introduced and best practices are shared. In addition, teachers meet on a daily basis by department to plan together along with their department supervisor.

Core subject areas teachers and special education teachers meet three times a week during Common Planning Time to

1. Continue lesson study cycles to provide structured forum for instructional dialogue.
2. Work on cycles of interim assessment data beginning with the analysis of the June 2016 Regents’ Exam data
3. Identify individual class student learning gaps, of departmental student learning gap trends
4. Analyze instructional gaps based on student learning gaps
5. Development of individual and departmental instructional plans (research of evidenced-based strategies that address the instructional gaps, consensus on 1-2 strategies that will be implemented across departments)

6. Creation of assessments that are standards aligned and that measure impact of strategies on student learning gaps. Every Tuesday all teachers will work individually to ensure the curricula are aligned to the CCLS and integrate instructional shifts to build coherence. Teacher will plan units that integrate the literacy and math Common Core instructional shifts where appropriate, adjust units and unit assessments to address the gap between what the standards require and what students know and are able to do.

7. Core subject areas teacher teams will meet once a month (schedule attached) to evaluate units using Tri-State Quality Review Rubric for Units.

    Teacher team leaders will meet with administration once a month (schedule attached) to evaluate the process of work of teacher teams to date.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

| N/A |

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

| N/A |

### Part 4: SWP Schools Only

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

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

| N/A |

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet daily with an administrator in common planning time to discuss the needs of students and work together to determine appropriate assessments. During professional development teachers are shown how to use specific software to analyze assessments results and create action plans.
4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$460,129</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$75,828</td>
<td>N/A</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>X</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,177,499</td>
<td>X</td>
<td>5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., 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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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


Section 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>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Health Opportunities High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Opportunities High School 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>
</tbody>
</table>
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;

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**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.

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**School-Parent Compact (SPC)**
Health Opportunities High School, 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

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):
- [x] 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
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: ____

Grades to be served by this program (check all that apply):
- [ ] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [x] 8
- [x] 9
- [ ] 10
- [x] 11
- [x] 12
### Part B: Direct Instruction Supplemental Program Information

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

| 2 |
| 2 |
| 1 |

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: _____

Due to our data including but not limited to the results on the Regents Exams, Interim Assessments, Performance tasks, teacher made informal and formal assessments as well as credit accumulation it is apparent that the school's ELL population is struggling to achieve academically. The majority of our LEP population consists of African and Hispanic students with increasing influx of Bengali students in grades 9 - 12 all with differing academic levels as well as social/emotional needs. These services will not be limited to only newly arrived but to all including Long Term ELLs and SIFEs.

Tutoring by certified ENL teachers in language acquisition including reading, writing, listening and speaking as well as mentoring will be provided every Thursday from 2:40 to 4:00 beginning November 9th through June 7th and during the Saturday Academy beginning October 10th through June 15th. Students will be offered small group instruction, content review, test taking strategies, mentoring and community service opportunities in order to promote community engagement, social awareness and academic achievement. All instruction will be in English and facilitated by fully certified TESOL teachers. The material utilized will include dictionaries, glossaries, Regents Prep books, computers to access Regents Prep.org and previous Regent exams, art supplies, as well as access to wellness outlets.

### Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Due to results on assessments, classroom observations, and case conferencing it has become evident that our ELLs have, historically, had difficulties accumulating credits and mastering the skills needed to acquire a qualifying grade on the Regents. All teachers will receive Professional Development on ENL strategies, Common Core State Standards, student engagement, questioning and discussion techniques, Depth of Knowledge (leveling questions).
Part C: Professional Development

Scaffolding and multiple entry points as well as growth mindset, and multiculturalism. Professional Development will occur on Mondays from 2:35 PM - 4:00 PM and be presented by the Principal Julie Mchedlishvili, Assistant Principal, Linda O’Connor, Teaching Matters Coach, and ENL Coordinator/TESOL, Adrian Vazquez. Further professional development by the Department of English Language Learners and Student Services (DELLSS) will be attended by the ENL teachers and those practices will be turn-keyed to the staff during the aforementioned time.

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: _____

To ensure parental engagement and students attendance at the tutoring sessions, parents are notified via letters and phone calls promoting the service as well as inviting them to parent meetings where the tutoring rationale is explained and their child's progress will be discussed as well as other workshops that will be offered to entice parents including those with limited English proficiency to become active members of the school community. During the monthly "Parent Powwow" the ENL staff and the parents/guardians, will discuss the progress of the participants and expectations as well as next steps for the program every first Tuesday of the month from 2:40 - 4:00. The meetings and workshops will take place mainly in the Library and are scheduled, other than the Parent Powwow, for October (Family Summit) at 5:30 PM, December (Parent Breakfast-Jupiter Grades) and (Parental Breakfast- College and Career) at 9:00 AM, January (CPR Certification), February (Nutrition), and March (Gang Prevention) March (Parental Breakfast-Know Your Rights...citizenship, immigration). The information is provided by the Parent Coordinator Keyla Familia, ENL Assistant Principal Linda O’Connor, outside vendors and community organizations. Parents are also invited to school to discuss their child's progress during the allotted parent engagement time every Tuesday from 3:00 PM to 3:55 PM. Cultural events to museums and Broadway shows for parents and students will be offered during the Spring.

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

Allocation Amount: $_____

2018-19 SCEP-FL
**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 session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
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<td>Other</td>
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DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS 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 I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>Bronx</td>
<td>670</td>
</tr>
</tbody>
</table>

School Name: Health Opportunities High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Mchedlishvili</td>
<td>Linda O’Connor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Adrian Vazquez</td>
<td>Sandra Haydak</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Balant/ELA</td>
<td>Paulina Arthur</td>
<td>Dorline Jean</td>
<td>Keyla Familia</td>
</tr>
<tr>
<td>Gisela Townsend/Special Ed</td>
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<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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</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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tbody>
<tr>
<td>1</td>
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2018-19 SCEP-FL
D. Student Demographics

| Total number of students in school (excluding pre-K) | 500 | Total number of ELLs | 73 | ELLs as share of total student population (%) | 14.60% |

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply): 

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☐</td>
<td>☑</td>
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<tr>
<td>Dual language program (DL)</td>
<td>☐</td>
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<tr>
<td>Freestanding ENL</td>
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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>
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<tr>
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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?

Health Opportunities High School uses the data from the NYSESLAT, NYSITELL, Scantron Preformance Series, NYS Regents, Interim assessments, as well as teacher-made formative and summative assessments to determine the literacy skills of our ELL population. As a result of the aforementioned assessments, the data collected informs us that students struggle with comprehending tier two and three vocabulary, inferencing and drawing conclusions. In their writing, they have difficulty introducing a clear central idea or a precise claim, supporting claims with sufficient evidence, exhibiting logical organization of
ideas and information to create a cohesive as well as coherent essay. This tells us that we need to
a) intensify vocabulary instruction across the curriculum as well as require students to use the vocabulary in their writing and verbal expression
b) do more frequent modeling of and practice with inferencing
c) model strong writing strategies and provide more writing activities for students across the curriculum.

2. What structures do you have in place to support this effort?
Across content areas, embedded within the curriculum, unit plans, lesson plans, and assessments are vocabulary, listening, writing, reading and speaking instructional tasks.

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 progress of our ELLs with the use of data from the NYSESLAT, NYSITELL, Scantron, NYS Regents, Interim assessments, as well as teacher-made formative and summative assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered and evaluated a focus is established and interventions are put in place, such as, modifications to the curriculum, unit and lesson plans are made, tutoring and/or Saturday programs are implemented.

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.
N/A

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?
([Refer to the ELL Data Analysis Tool and RLAT from ATS].
ENL students do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade, many have become Transitioning in those modalities. However, they are slower to gain proficiency in reading and writing. In the 9th grade they range from entering to expanding, while in the 10th and 11th grades they plateau at the expanding level. The majority of students tested at expanding and those at commanding continue to receive services for two years. On other regents (Alg, Global, ELA, US Hist) students have struggled on the writing portions thus there is a focus on writing across content areas.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Content Area teachers along with the ENL teacher, analyze the results of the baseline assessments and create a focus, using the data, that will drive instruction. Strategies are embedded into the curriculum, unit and lesson plans that meet the needs of the students. Interim assessment are used to track progress and the new data is then used to further drive the instruction.

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.
All ENL students, Entering, Emerging, Transitional and Expanding (commanding for an additional 2 years), follow homogeneous groupings by grade but heterogeneous in proficiency levels using a push in model within the ELA class. Additional instruction is delivered via an ESL self-contained model for Entering as well as Emerging students and are heterogeneous in both grade as well as proficiency level.

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)?

   ELLs are programed according to their proficiency levels as well as mandated service requirement and grade level. A student has approximately eight periods a day on their schedule, each period is approximately 50 minutes with the exception of lunch. Our school uses an ENL self-contained model for Entering (360min) as well as Emerging (180 min) students and ENL students' programs reflect their mandates in the form of periods in which they receive ENL services. An entering ELL has two periods (out of eight) of self-contained ENL classes plus an integrated (ELA) class included in their program aside from their other content area classes, an emerging ELL has one period of self-contained ENL as well as a push-in reflected on their schedule, transitioning as well as expanding receive one period of integrated (push-in ESL) instruction within ELA. and commanding/proficient ELL receive 90 minutes of support within the ELA class.

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.

   Due to the nature of our program model (self contained ENL) content area instruction is delivered in English with an emphasis on front loading vocabulary and using visuals to support the language learning process. All content area classes are in English, however, teachers employ a variety of strategies (ex. SDI, multiple entry points, tiered vocabulary, front loading, glossaries, bilingual dictionaries, graphics/visuals, modeling, scaffolding, etc.) to facilitate their English Language acquisition and increase their ability to meet CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the NYSITELL must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning and providing services. Students use DOE approved glossaries for assessments and Regents exams are ordered in students' native languages, if available.

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

   Differentiating instructions to ELL subgroups is important in order to address the diverse academic needs of each individual student. Students in various ELL subgroups require differentiation in their instructional plans that accommodate their specific intellectual needs. a. SIFE students require a comprehensive approach that builds on the student’s existing ways of learning and communicating. Scaffolding strategies such as modeling language, bridging information and expanding prior knowledge, contextualizing new concepts with a sensory environment, and increasing metacognitive development will assist SIFEs during
their transition into English Language instructions. These scaffolding strategies are temporary and should be dissociated at a
time when they are no longer necessary. The use of cognates from a students’ native language to English also helps increase vocabulary and language comprehension skills.

ELL students with less than three years in US schools require instructional plans that focus on their limited or restrictive English Language skills. Strategies such as increasing vocabulary and identifying sight words, effectively reiterating grammatical rules and principles of the English Language, guided practice, expanding critical reading skills and providing native language support supplements ENL approaches to those students with limited English proficiency. Pairing newcomers amid students with higher English Language proficiency levels and students that share their native language helps students learn from one another. This strategy provides peer mentoring opportunities for both newcomers and higher language proficient students. Encouraging verbal communication in English, modeling the proper use of language and grammar, and strengthening reading fluency are also essential for newcomer ENL students.

ELL students receiving service 4 to 6 years frequently require assistance concerning the improvement of their reading and writing skills. Although these students may encompass adequate basic interpersonal communication skills in English, these students lack cognitive academic language proficiency which is essential for the achievement of a higher education. Stressing language fluency, grammatical and writing skills are central to the academic success of these students. Long-term ELLs, which have completed 6 years of ENL instruction, require instructional plans that focus on strengthening written communication. Reading comprehension and oral expression are stressed and thoroughly assessed and evaluated. Former ELLs will continue to receive 90 minutes of ENL services as well as accommodations such as bilingual dictionaries, glossaries, and time and a half when taking Regents exams.

To curtail the percentage of LTE students and assist in the instruction of SIFEs, students will be given tutoring in an expanded learning day, giving them an additional hour of academic enrichment after school per week. Coupled with our Saturday Academy, which gives students an additional three hours of ENL instruction with a certified ENL teacher on Saturday mornings, our LTE students and SIFEs receive a total of an additional four and a half hours of academic enrichment and instruction per week to help improve their English fluency levels.

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 of ELL-SWDs use many strategies and data from the Scantron Performance Series, NYSESLAT, and teacher made formative as well as summative assessments to accelerate English language development and provide multiple entry points to access academic content areas. ENL teachers continuously communicate with common area and special education teachers to support the students’ academic progress outside the Freestanding ENL classroom. ENL teachers also reinforce grade-level material taught by special education and common core teachers with the use of targeted intervention and additional instruction.

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? In order to accommodate the diverse necessities of ELL-SWDs, teachers differentiate instruction, create multiple entry points, and meet with other teachers to discuss the needs and progress of the ELL population. In addition, the IEP teacher also provides AIS in literacy to SWD. These differentiations are based on collaborations between the administration, ELA, ENL and special education teachers, and common core teachers. In addition to differentiation, our school assists our ELL-SWD students by compiling students’ schedules in a manner that best fits their academic needs. Extra support, targeted intervention, and after school programs offer additional opportunities for added academic assistance as well as credit accumulation.

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.

Targeted intervention programs such as peer tutoring, and Saturday Academy includes tutoring in English Language Arts, Mathematics, Science and Social Studies, aside from credit bearing classes, giving our ENL students additional hours of academic enrichment. Our ELLs, including but not limited to ELL-SWD, LTE, and SIFEs, potentially can receive nearly 7 hours
of additional academic enrichment and instruction per week to help improve their English fluency levels and other core content area challenges.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   For the upcoming school year, we will continue to grow our Saturday academy, peer tutoring, and continuing the extended instructional day.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All students, without exclusion, are afforded equal access to all school programs. All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which are sponsored by our community-based organizations (such as PSAL, Liberty Partnership and East Side House) as well as participate in AP fo All (advanced placement classes).

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 ENL teacher models what is to be taught and encourages participation from all students through hands-on activities as well as other tools that ensure positive interactions. The class is equipped with a laptop cart, video camera, audio books, a smart board, projector, leveled library, charts, and maps that support the students with disabilities.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    As per data, the most common language other than English in our school is Spanish. Therefore, students receive Free standing ESL and native language support is offered ranging from level one to AP Spanish.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    Students receive academic materials that are rigorous as well as age and grade level appropriate. scaffolding is used to build the students’ academic abilities.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
    Our ENL teacher collaborates with CSSJs ENL teacher to share strategies and as a campus we encourage our students to take advantage of extra-curricular activities including but limited to PSAL as well as clubs and community service activities such as Lupus walk.

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).
    Students who enroll during the school year are partnered by the guidance counselor, social worker, ENL teacher of other support staff with a student who shares their native language that encourages socialization and community support.

17. What language electives are offered to ELLs?
    In addition to Spanish 1 through AP Spanish, we also offer Russian 1 as well as Japanese 1.

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?

   During our Professional Development days, school personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year’s Inquiry Team is entering and emerging ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students. ELL personnel participate in workshops and presentations (facilitated by the Borough Instructional Lead and the Bronx Borough Field Support Center) which include working on building academic language in the content classrooms using strategies by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theories and research as well as provide insights and practical guidance. These workshops offer many practical activities and classroom examples as well as a wide range of tips to help teachers integrate language development into content area instruction and assessments. In addition, Teaching Matters will also be providing professional development during our allotted Monday staff meeting.

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.

   All personnel participate in PD, as per Jose P, where attendance is taken which include working on building academic language in the content classrooms using strategies by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance in the following areas:
   
   a. Developing an additive approach that builds on students’ existing ways of learning and communicating
   b. Modeling and scaffolding language used by content area materials in language arts, history, science, and math
   c. Designing effective assessments and lessons with language in mind
   d. Strengthening the intertwining strands of language, literacy, and content learning
   e. Deconstructing paragraphs and sentences using Tier II words to learn Tier III vocabulary

   In addition, ENL teachers also attend PD by the Bronx Borough Field Support Center to meet the required total number of ELL-specific PD. All staff receive professional development turn keyed by the ENL teacher and from Teaching Matters Coach.

### 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.
Parents are invited to parent breakfasts, parent evening information seminars, citizenship workshops, meet the teachers, one on one parent/teacher conferences, Family Summits, Family Meet and Greet and mandated parent outreach. Parents are also encouraged to call and visit the school and/or talk to a teacher.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are involved in their children’s education at Health Opportunities High School. They participate in school activities, parents’ association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children’s learning achievement. The school encourages parents to share their time, skills and talents.

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.
N/A
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, Julie Mchedlishvili, 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

**School Name:** Health Opportunities  
**School DBN:** 670

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>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Mchedlishvili</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda O'Connor</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keyla Familia</td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adrian Vazquez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paulina Arthur</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexandra Balant/ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gisela Townsend/ Sp. Ed</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandra Haydak</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carron Staple</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorline Jean</td>
<td>Other Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyla</td>
<td>Familia</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Adrian</td>
<td>Vazquez</td>
<td>ENL Teacher</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

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

Health Opportunities High School determines the primary languages spoken by our school community through a variety of practices. First the Pupil Personnel Secretary, Parent Coordinator, and Assistant Principal review the necessary ATS reports including the RHLA which provides us with an exact breakdown of the home languages. Additionally, during the "new student" orientation, all incoming ninth graders and newly enrolled transfer students are provided with and required to complete an emergency contact "Blue" card which includes an area for parents to note their preferred language of communication. Furthermore, before each parental conference throughout the school year each parent or guardian is required to review and update the existing blue card on file before proceeding to speak with their child's teachers and guidance counselors.
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>English</td>
<td>413</td>
<td>61</td>
<td>408</td>
<td>60.27</td>
</tr>
<tr>
<td>Spanish</td>
<td>228</td>
<td>33.68</td>
<td>233</td>
<td>34.4</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>.59</td>
<td>4</td>
<td>.59</td>
</tr>
<tr>
<td>Arabic</td>
<td>8</td>
<td>1.18</td>
<td>8</td>
<td>1.18</td>
</tr>
<tr>
<td>Bengali</td>
<td>7</td>
<td>1.03</td>
<td>7</td>
<td>1.03</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>2</td>
<td>.3</td>
<td>2</td>
<td>.3</td>
</tr>
<tr>
<td>Twi</td>
<td>1</td>
<td>.15</td>
<td>1</td>
<td>.15</td>
</tr>
<tr>
<td>Soninke</td>
<td>6</td>
<td>.89</td>
<td>5</td>
<td>.74</td>
</tr>
<tr>
<td>Fulani</td>
<td>2</td>
<td>.3</td>
<td>2</td>
<td>.3</td>
</tr>
<tr>
<td>Nahuatl</td>
<td>2</td>
<td>.3</td>
<td>2</td>
<td>.3</td>
</tr>
<tr>
<td>Akan</td>
<td>1</td>
<td>.15</td>
<td>1</td>
<td>.15</td>
</tr>
<tr>
<td>Mandinka</td>
<td>2</td>
<td>.3</td>
<td>2</td>
<td>.3</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>.15</td>
<td>1</td>
<td>.15</td>
</tr>
<tr>
<td>Wolof</td>
<td>1</td>
<td>.15</td>
<td>1</td>
<td>.15</td>
</tr>
</tbody>
</table>

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.

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Newsletter</td>
<td>Once a Month</td>
<td>Translated on site or translation and interpretation office</td>
</tr>
<tr>
<td>Fliers for Workshops</td>
<td>Once a Month</td>
<td>Translated on site or translation and interpretation office</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November &amp; March</td>
<td>On Site Staff or translation and interpretation office</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September &amp; May</td>
<td>On Site Staff or translation and interpretation office</td>
</tr>
<tr>
<td>Parent Summit</td>
<td>October</td>
<td>On Site Staff or translation and interpretation office</td>
</tr>
<tr>
<td>Parental Breakfasts</td>
<td>December</td>
<td>On Site Staff or translation and interpretation office</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, we call the Language Access Over-the-Phone Interpretation number for assistance. Staff members have been provided with a flyer with the 1-800- Language Line number to utilize in case of a school emergency. Additionally, staff members complete a language survey and whenever possible act as translators that can be made available on an as needed basis throughout the school year to best serve everyone, especially in an emergency where an "all hands on deck" is called and staff as well as parent volunteers call the homes of all students.

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.

With support from the DOE, we inform the staff of parental rights regarding translations, interpretations and available services via flyers, wall displays, professional development in language access and/or outreach as well as language access requirements and resources.

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..)

With support from the DOE, we use notification documents, pamphlets, wall displays and other mechanisms including but not limited to one-on-one meetings, PA Meeting and workshops to inform parents of their rights regarding translation services.

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?

Our school will use an in-house created survey that will access the feedback from limited-English proficient parents on the services they have received from our staff said data will be used to improve future translation interpretation services. Presently, there was no usable data but we are considering revamping our survey.