

ENTER DATA INTO ALL YELLOW CELLS.

LEA Name:	HEMPSTEAD UNION FREE SCHOOL DISTRICT
BEDS Code:	2802013000

2015-2016 STRATEGIC PLAN FOR SCHOOL EXCELLENCE (SPSE)

Contact Name	Dr. Stephen Strachan	Title	Principal
Phone	(516) 434-4201	Email	sstrachan@hempesteadschools.org
Website for Published Plan	Hempstead School District Homepage		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SPSE addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL

Position	Signature	Print Name	Date
Superintendent		SUSAN JOHNSON	10-23-2015
President, B.O.E. / Chancellor or Chancellor's Designee		LAMELLA E JOHNSON	10-23-2015

ENTER DATA INTO ALL YELLOW CELLS.

LEA Name:	Hempstead Public Schools
LEA BEDS Code:	280201030007
School Name:	Hempstead High School

2015-2018 Strategic Plan for School Excellence (SPSE)

Contact Name	Stephen Strachan	Title	Principal
Phone	(516)434-4202	Email	sstrachan@hempsteadschools.org
Website for Published			

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THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Susan Johnson	9/30/2015
President, B.O.E. / Chancellor or Chancellor's		Lamont Johnson	9/30/2015

Hempstead High School Information Sheet

School Information Sheet

Grade Configuration	9-12	Total Student Enrollment	2,507	% Title I Population	100%	% Attendance Rate	80%
% of Students Eligible for Free Lunch	48%	% of Students Eligible for Reduced-Price Lunch	4%	% of Limited English Proficient Students	20%	% of Students with Disabilities	13%

Racial/Ethnic Origin of School Student Population

% American Indian or Alaska Native	0%	% Black or African American	42%	% Hispanic or Latino	56%	% Asian, Native Hawaiian / Other Pacific Islander	0%	% White	1%	% Multi-Racial	0%
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School Personnel

Years Principal Assigned	10 months	# of Assistant Principals	3	# of Deans	2	# of Counselors /	9
% of Teachers with NO	0	% of Teachers Teaching	0	% Teaching with Fewer	3%	Average # of Teacher	10

Overall State Accountability Status

Priority School	X	Focus School Identified		SIG(a) Recipient	Yes	SIG(g) Recipient	
Identification for ELA?	YES	Identification for Math?	YES	Identification for Science?	NA	Identification for High School Graduation	Yes
ELA Performance at Level 3 and Level 4	9%	Math Performance at Level 3 and Level 4	4%	Science Performance at Level 3 and Level 4	19%	Four-Year Graduation Rate (HS)	43%
% of 1st Year Students Who Earned 10+ Credits	0%	% of 2nd Year Students Who Earned 10+ Credits	51%	% of 3rd Year Students Who Earned 10+ Credits	74%	Six-Year Graduation Rate (HS)	0%
Persistently Failing School (per Education Law 211-f)	X	Failing School (per Education Law 211-f)					

Did Not Meet Adequate Yearly Progress (AYP) in ELA	
0	American Indian or Alaska Native
1	Hispanic or Latino
0	White
2	Students with Disabilities
1	Economically Disadvantaged
	Black or African American
	Asian or Native Hawaiian/Other Pacific
	Multi-Racial
	Limited English Proficient

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics	
0	American Indian or Alaska Native
1	Hispanic or Latino
0	White
2	Students with Disabilities
1	Economically Disadvantaged
	Black or African American
	Asian or Native Hawaiian/Other Pacific
	Multi-Racial
	Limited English Proficient

Did Not Meet Adequate Yearly Progress (AYP) in Science	
0	American Indian or Alaska Native
1	Hispanic or Latino
0	White
2	Students with Disabilities
1	Economically Disadvantaged
	Black or African American
	Asian or Native Hawaiian/Other Pacific
	Multi-Racial
	Limited English Proficient

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
X	Limited English Proficient

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

X

1. The Strategic Plan for School Excellence (SPSE) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.

X

2. If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f, it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."

X

3. The Strategic Plan for School Excellence (SPSE) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.

X

4. The Strategic Plan for School Excellence (SPSE) will be implemented no later than the beginning of the first day of regular student attendance.

X

5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.

X

6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

X

7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

X

8. If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f, the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

Hempstead High School Strategic Plan for School Excellence Leadership Team

Hempstead High School Strategic Plan for School Excellence Team: The SPSE must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List the stakeholders who participated in developing the SPSE as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)

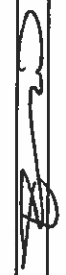




Name	Title / Organization	Signature
ALICEIA VARRIALE	MATH TEACHER, SCEP TEAM	
BENJAMIN COLEMAN	MUSIC TEACHER, SCEP TEAM	
NICKEISHA WILSON	ENGLISH TEACHER, SCEP TEAM	
FELICIA PRINCE	ENGLISH TEACHER, SCEP TEAM	
WENDY HASBUN	ENL TEACHER, SCEP TEAM	
CHERYL MCCUE	SPECIAL EDUCATION TEACHER, SCEP TEAM	
HILARY LIGHT	ENGLISH TEACHER, SCEP TEAM	
BETSY LEIBU	SCIENCE TEACHER, SCEP TEAM	
DEBORAH DOYLE-FRISHER	MUSIC TEACHER, SCEP TEAM	
LINDA MIZEL	ART TEACHER, SCEP TEAM	
LISA BYRD-WATKINS	SOCIAL WORKER, SCEP TEAM	
OLGA YOUNG	ASSISTANT PRINCIPAL, SCEP TEAM	
TERRY CUCINA	THEATRE TEACHER, SCEP TEAM	
RACHEL BLOUNT	ASSISTANT PRINCIPAL, COMMUNITY ENGAGEMENT TEAM	
VICTORIA CULBREATH	PARENT, COMMUNITY ENGAGEMENT TEAM	
ARIT EKONG	PARENT, COMMUNITY ENGAGEMENT TEAM	
ONEIL GLENN,	DEAN OF STUDENTS, COMMUNITY ENGAGEMENT TEAM	
ISOKEN IROWA	PARENT, COMMUNITY ENGAGEMENT TEAM	
U. IROWA	PARENT, COMMUNITY ENGAGEMENT TEAM	
DENNIS JONES	PARENT, COMMUNITY ENGAGEMENT TEAM	
BETSY LEIBU	SCIENCE TEACHER, COMMUNITY ENGAGEMENT TEAM	
TAMMI MITCHELL	PARENT, COMMUNITY ENGAGEMENT TEAM	

SCHOOL DISTRICT #1
HEMPSTEAD, N.Y.

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Hempstead High School Strategic Plan for School Excellence Leadership Team

ROSLYN NIXON-HINTON	PARENT, COMMUNITY ENGAGEMENT TEAM	
DR. OGOGO	SCIENCE TEACHER, COMMUNITY ENGAGEMENT TEAM	
ANITA REYNOLDS	TEACHING ASSISTANT UNION PRESIDENT, COMMUNITY ENGAGEMENT TEAM	
PATRICIA SPLEEN	PARENT, COMMUNITY ENGAGEMENT TEAM	
DR. STEPHEN STRACHAN	PRINCIPAL, COMMUNITY ENGAGEMENT TEAM	
DEARL TOPPING	MATH TEACHER, COMMUNITY ENGAGEMENT TEAM	
NICKEISHA WILSON	ENGLISH TEACHER, COMMUNITY ENGAGEMENT TEAM	
FELICIA PRINCE	ENGLISH TEACHER, COMMUNITY ENGAGEMENT TEAM	

Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

N/A

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

N/A

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SPSE.

The current SPSE has highlighted the following initiatives: Partnerships with external educational partnerships, block scheduling, establishment of professional learning communities, and establishment of small learning communities inclusive of the 9th grade academy.

- List the identified needs in the school that will be targeted for improvement in this plan.

Student attendance, reducing student suspension, increased parent and community engagement, increased graduation rate, increase the percentage of students scoring level 3 and level 4 in English and Mathematics and alignment of curriculum and instruction to the Common Core Learning Standards.

- State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The vision of Hempstead High School is for students to meet and exceed state and national standards; be college and workforce ready; and value diversity.

- List the student academic achievement targets for the identified subgroups in the current plan.

Hempstead High school has a target of 3-10% increase in all content areas by June 2016. The identified subgroups are special education, the general education population, and Hispanic/Latino and low socio-economic population.

- Describe how school structures will drive strategic implementation of the mission/guiding principles.

External partnerships, small learning communities, professional learning communities, extended learning day embedded within the schedule, and credit recovery programs that will lead to increase credit matriculation and graduation rate.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

The collective bargaining units and teacher turn-over are the anticipated barriers. The District will work cooperatively with HCTA and HSAA to negotiate any contractual grievances that may impede the implementation of the school plan. Systems will be developed to support new teachers ie. new teacher training, and school leadership opportunities will be provided for effective and highly effective teachers.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

SLOP training will be provided to all instructional staff to support English Language Learners. Talent Development Secondary Professional Development

As a lead partner, Talent Development will take on an important role in school professional development, as described under "Instructional Strategies" in the Curriculum section of this document. The TDS model encourages a student-focused classroom featuring a minimum of teacher talk and a maximum of highly engaging student-centered activities. The classroom is text-rich, a learning environment full of resources, colors and textures, with materials organized in orderly manner. The teacher acts as coach and facilitator while students take responsibility for their own and their team's progress.

In addition to cultural diversity, instructional activities differentiate instruction for students with various learning styles and skill levels. TDS provides teachers with training and resources that allow them to assess these factors, and units and lessons that employ visual, text-based, kinesthetic, and auditory activities at the individual, small group, and class levels. TDS's blend of whole-class instruction, cooperative learning in student teams, and individual practice provides students with strong motivation for learning while enabling them to build both cognitive and social skills.

Talent Development facilitators spend a significant amount of time training both teachers and instructional coaches on strategies and activities that can be used in various courses and content areas. These instructional facilitators work with coaches and teachers to analyze current curriculum, align classroom instruction, and refine pedagogical practices. Teams' use of formative data generated in EWI meetings is supported by the coaches and TDS facilitators working with the teams at meetings and through the coaching cycle, thus reinforcing the creation of classrooms that are responsive to student needs.

In addition to the strategies outlined in the Curriculum section of this document, the following professional development strategies are utilized:

- **Instructional facilitators (IFs) support expert school-based content coaches assigned or hired by the Hempstead school district. Facilitators work with administrators, coaches, faculty, and support staff to interlace the supports that TD provides with the curricular goals of the Hempstead School District and NYSED**

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

The Community Engagement Team was established, curriculum council, and the Parent Teacher Organization will continue to engage in quarterly town hall meetings, public hearings and Hempstead Board of Education meetings. In addition, the Professional Learning Communities will be established to strengthen school relationships.

- List all the ways in which the current plan will be made widely available to the public.

The plan will be posted on the school district website, and made available in the Hempstead High School's main office and distributed to all staff members.

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

N/A

SPSE Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SPSE, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The SPSE must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- 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

Priority Schools: Whole School Reform Model

As per New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG(G)) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

www.p12.nysed.gov/accountability/ChecklistforDeterminingPrioritySchoolLeaderQualification.docx

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

Please click the link.



B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research instructional strategies and practices that will be relevant or necessary to successful implementation of curriculum with the identified sub-groups.



Please click on the link.

C. Professional Development: Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

Please click on the link.



D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

Please click on the link.



E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

Please click on the link.



F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

Please click on the link.



G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner of Education to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SPSE does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SPSE.)



Please click on the link.



H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

Please click on the link.



2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

Please click on the link.



B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

Please click on the link.



C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

Please click on the link.



A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

Hempstead High School (HHS) is blessed with a diverse population of students for whom it has lofty goals for academics, college, workforce, and life success. The vision is that “Hempstead High School students will meet and exceed state and national standards; be college and workforce ready; and value diversity.”

At present, however, Hempstead is a consistently low performing school. In 2014, the school graduation rate was only 43%. Although gradual academic improvements have been achieved in English Language Arts and Mathematics over the past three years, the percentage of students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in English Language Arts, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board.

An additional challenge is the large influx of students, new to the U.S., who have limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. They come with significant education gaps, often not only without transcripts, but also without formal education or with interrupted formal education. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

For all students, social factors and school culture factors that inhibit academic success must also be addressed, while honoring and valuing students’ diverse backgrounds. This calls for a multi-pronged, school-wide transformation with improved attendance, reduced disciplinary incidents, a personalized learning environment for all students, and a school culture that is focused on all aspects of students’ success, to ensure they graduate ready for college and careers.

To lead the school-wide transformation, HHS welcomed a new principal in 2014-15. Dr. Stephen Strachan is an experienced practitioner of the Small Learning Communities framework of school redesign, having demonstrated proven results including improved academic performance, graduation rates, attendance, discipline, and college-going rates of students at Roosevelt High School in Long Island, where the graduation rate increased from 54% to 84%, and Jordan High School in Los Angeles.

Key Design Elements, Core Strategies, Partnership Organizations

Under Dr. Strachan’s direction, HHS will implement a Small Learning Communities (SLC) redesign framework. This involves restructuring the comprehensive high school into smaller communities of learning where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. The implementation of this transformation

plan, which will take place over a 3-year period, is designed to create long-lasting, sustainable change at HHS.

The SLC structure involves a Ninth Grade Success Academy with an intensive academic focus designed to help students (approximately 80% of whom enter Hempstead scoring at level 1 or 2 in ELA and/or Math) achieve grade level performance in the core subjects, while building study skills that will help them succeed during their high school careers and beyond. Then in grades 10-12, students enter their choice of Career Academies, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.

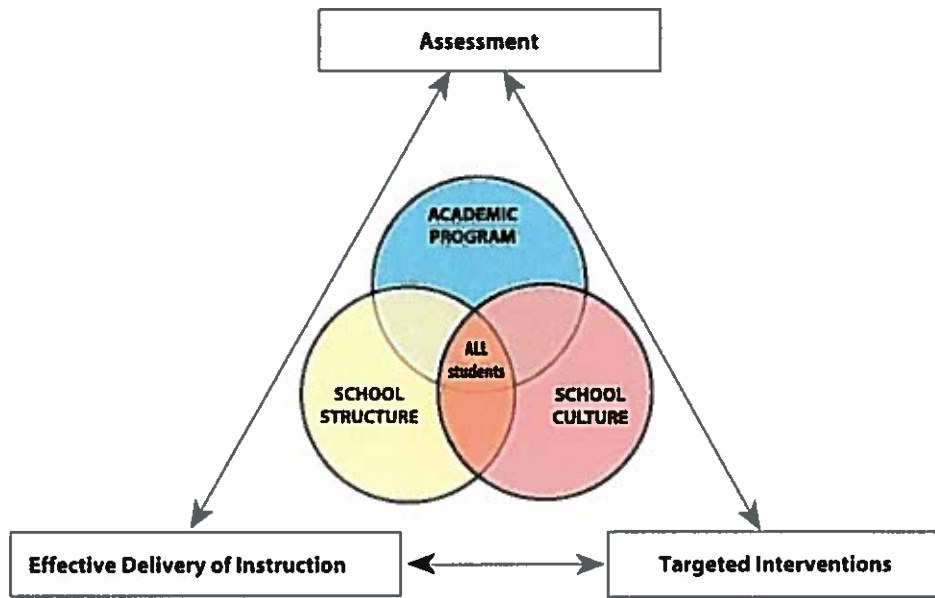
In addition, there will be an International Academy which will address the needs of newcomer and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services as needed.

The SLC structure creates separate, small, stable learning communities, each with a team of teachers collectively teaching the same students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. Partnerships with local colleges and universities help to enhance the offerings of the academies, and engage the larger community around students' success. Hofstra University will partner with Hempstead around the STEM and Business & Entrepreneurship Academies. The Hofstra journalism program in particular will assist the high school journalism program within the Business & Entrepreneurship Academy. Stony Brook University will also serve as a partner with the STEM academy.

Other partners help HHS to create a college-going culture school-wide. Nassau Community College partners with the school on the Gear Up grant, which helps students navigate the path to college. Farmingdale State College works with Hempstead on Smart Scholars, an early college high school program through which students experience college education while still in high school, and graduate from high school having amassed some college credit.

Other major features in the school's transformation include converting the school day into a block schedule for increased instructional time; targeted interventions through a double dose of English Language Arts and Mathematics for identified students; research-based professional development, instructional strategies, and professional learning communities for teacher collaboration; and engaging parents and community members through assemblies, community celebrations, family participation-oriented events, and increased communication.

Instructional decision-making is data-driven, and school change strategies are implemented in three overlapping spheres—the academic program, school structure, and school culture—to create an overall climate for student success.



School Transformation Model

Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California’s Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School’s transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive

needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9th graders is a major component.
7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

Evidence for Success:

One third-party evaluation conducted by MDRC, an independent nonprofit education and social policy research organization, focused on the first 5 high schools to begin using the TDS model in the School District of Philadelphia. The evaluation followed 20 cohorts of 9th-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- There were substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school. These impacts emerged in the first year of implementation and were reproduced at other schools in the district and with subsequent cohorts of students.
- Strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the 9th grade and its emphasis on combining high-quality curricular

and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.

- Improvements in credits earned and promotion rates for 9th-graders were sustained as students moved through high school. Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the 9th grade. There are also early indications that TDS is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

http://www.mdrc.org/sites/default/files/full_432.pdf

Partner: The Internationals Network for Public Schools

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

Evidence for Success:

- In the existing network of 19 International High Schools (small public schools and academies) in California, New York, and Virginia, students' standardized test performance, persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions.
- Internationals' schools in New York City were part of the school reform effort described in the lauded MDRC reports highlighting the success of small schools of choice. Internationals' experience opening and supporting new small schools nationally provides insight on how to

structure a school and design strategic support as well as professional development for programs that successfully serve ELLs.

- Since its inception in 2004, INPS has developed 14 new schools and academies based on the Internationals model, growing the national network to include 19 small, district-operated schools or academies, each serving fewer than 500 students, and the vast majority of whom live below the poverty line. INPS has impressive results with four, five, and six-year graduation rates surpassing the New York City English Language Learner graduation rates. 55% of Internationals students graduated in four years, compared to 41% of New York City's ELLs. 67% of Internationals students graduated in five years, compared to 54% of New York City's ELLs. Finally, 77% of Internationals' students graduated in six years, compared to 57% of New York City's ELLs, a difference of 20%. Significantly, Internationals students drop out less often and Internationals' schools graduate a similar percentage of ELLs in four years to New York City's six-year ELL graduation rate.
- Throughout 25 years of practitioner experience, International High Schools have consistently out-performed NYC schools for ELL student achievement.
 - In 2011, the NYC four-year graduation rate for ELLs was 45%. In contrast, 64% of Internationals' 2011 cohort graduated high school.
 - In 2014, the NYC four-year graduation rate for ELLs was 37%. In contrast, 64% of Internationals' 2014 cohort graduated high school. The NYC six-year graduation rate was 50% compared to Internationals' 73%.
- Internationals' model has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

Additional Partners

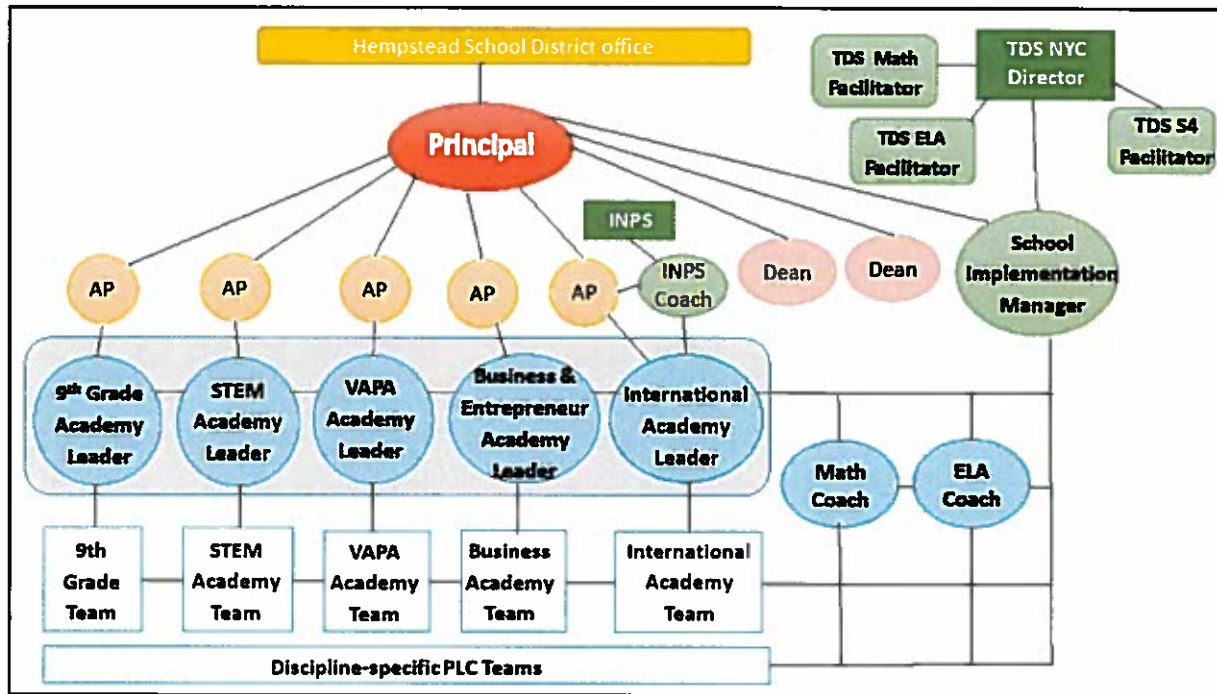
HHS has engaged two additional partners to provide specialized services in the area of professional development:

- **REACH: School Leader Coaching Program and School-wide Effective Practices for Using Data Program™** - REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.
- **Pearson Professional Development: Change of Practice Institutes in English Language Arts, Mathematics, and Leadership** - Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school's specific needs. It was also chosen for the level of service provided to schools and teachers through embedded PD, designed to verify and support the integrity of implementation.

Please see Section C: Professional Development for more information on these partnerships.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

Organizational Chart



B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

Principal

The following core competencies, selected from the State's list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.
3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school’s Academic Performance Index (API)—a school “report card” figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

School Leadership and Partner Roles

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional

strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.

- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent *Management in Education* article, “Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation.”
- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school’s leadership team; in other instances, the committee may have decision-making authority.

Key Transformation Personnel

- **TDS School Transformation Facilitator - The School Transformation Facilitator/Implementation Manager (STF/SIM),** hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators –** TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.

- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- **The International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

Transformation Teachers

In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student

population. HHS will recruit transformation teachers, locally and nationally, through the OLAS system. The school aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful at HHS.

Academy Leaders

Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.

Smart Scholars Coordinator

The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

All students will participate in an ELT that has been scheduled in their individual programs. Student participation in this program is mandatory and includes all students who qualify. Those students who have failed one or more Regent exams needed for graduation, may volunteer to attend an after school and/or Saturday credit recovery program that includes Regent review classes. Attendance will be monitored for student participation.

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

The high school has a large number of "newcomers" who have had interruption in their formal education. A number of students have significant gaps in their instruction and majority of the ninth grade class enter the high school two or three grade levels below NY state standards in reading and math. Additionally, more than 80% of the student population qualifies for free or reduced lunch; a significant number of families are at or below the poverty line. Many students live in gang related high crime areas. Such activities impacts students attendance in traveling to school. The selected ELT model will provide counseling opportunities for students with trained social workers and counselors to provide macro and micro services to students and families, which will focus on conflict resolutions, coping with grief, anger management, and other non-academic barriers to learning. Students will also be involved in team building activities, participate in field trips outside of the Hempstead community. This activity will develop an appreciation for diversity.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

The school worked with several community stakeholder groups to solicit program proposals which would meet the specific needs of the high school. Town hall, focus groups, and informational meetings were held. Additionally, the district published a RFP for vendors. Data collected from school generated surveys, interviews and an analysis of the school academic performance were used to drive the decision of selecting vendors and programs.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

The focused priorities are: Increase in the number of students passing the Math and ELA Common Core Regents by 3-10%, Increase student attendance by 10%, and a 3-5% reduction in the student drop-out rate and out of school suspensions.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

The school will continue to put policies in place to support a school environment that is safe for all, that adheres to District and Statewide policies and procedures. Such procedures and policies will be enforced by staff. Parent workshops will be held to build parents' capacity in social and emotional health. The school will adopt a mandatory dress code policy, school-wide discipline plan, and a zero tolerance on bullying and harassment. A structured procedure will be in place for staff to follow and to respond to bullying and infractions. These policies and procedures will be available in both English and Spanish. In addition, a freshman seminar program has been scheduled for all 9th grade students as a social and emotional "bridge" from middle to high school.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

All tutors and teachers providing instruction will be certified by NYSED. All instructional staff will be trained in Common Core Learning Standards. Instruction will be aligned to meet the standards in all content areas. Professional Development will be provided to all instructional staff to ensure lessons are aligned to the Common Core standards .

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

The extended learning time will support personalized learning for all students through differentiated instruction, that will provide opportunities for cooperative learning, teacher and student conferences, and modifications of student assessments. Special Education teachers will have class sizes that are approximately a ratio of 15:1. In addition, teachers will participate in professional learning communities, where the following will be provided: Planning time to meet and analyze relevant student data, collegial review of implementations of Common Core Standards and the monitoring of accelerated and RTI programs. The school will have an evening and Saturday program to offer students an opportunity to recoup academic credit for graduation. The extended learning time schedule will allow for student acceleration towards graduation.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

The school will incorporate a STEM Program, and a Business Program that will integrate critical thinking skills through a college readiness enrichment program. The school reform design will create career themed small learning communities to support career pathways for each student. The school will partner with local universities to offer various enrichment opportunities. Farmingdale University will offer college courses and credits to students. Hofstra University will allow students to be intern reporters at various local newspapers.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

The high school has embedded professional learning communities for all teachers that will meet no less than twice a week. These PLC's are designed for teachers to discuss curriculum, student progress and the development of interventions for students who are struggling academically. Teachers will participate in multiple professional development workshops, including common core instructional alignment. All teachers will participate in the approved APPR evaluation, which requires teacher self-reflections and evaluations which are aligned to the NYSUT Rubric.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

The school will administer baseline assessments for all students twice a year. In addition, teachers will use quarterly assessments to monitor students progress towards mastery of standards in all content areas. These data cycles will drive fiscal and human resources, and allow for timely intervention for students. The school data inquiry team will facilitate this process and ensure essential assessment information is articulated to all staff. PLC meeting agendas will have time dedicated to review and develop action plans for targeted students.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

The school will work closely with the district to ensure that the all budget allocation is aligned to meet the school goals as outlined in the action plan. The school will work in conjunction with the identified partners to leverage resources to ensure all programs are sustained. This is inclusive of Title 1, Title 3, and receivership funding.

C. Professional Development (PD): Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

HHS will employ a three-tier model of job-embedded professional development (PD) in which facilitators and coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Major partners to be engaged in this process include Talent Development Secondary (TDS), which 1) coordinates the PD program through its School Transformation Facilitator and 2) deploys an academic PD component that revolves around its acceleration curriculum; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. In the classroom, embedded PD takes the form of working with teachers by co-teaching and/or modeling lessons. It is bolstered by structured sharing and team planning among teachers, made possible by the new Professional Learning Communities. Additional site-based professional development days (10/year) would further enhance the overall picture of professional development at HHS, the goal of which is to improve student academic performance via improved teaching, which can be accomplished by utilizing best practices, employing data-driven instructional decision-making, and building capacity through teacher collaboration.

Three Tiers of Professional Development

- **Transformation training for principals**
 - To support the transformation, the principal and assistant principals will attend the **Summer Institute at Harvard Graduate School of Education** annually during the three-year implementation. The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.
 - Additional support to the principal will be provided through the **REACH School Leader Coaching Program (SLCP)**, which helps bridge the gap between credential leadership programs and the real world experiences of being a school leader. It acknowledges and addresses issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success. Coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach will spend at least one full day per week, 3 times a month, coaching the school leader. REACH offers optional regional workshops 3 times a year so that participating school leaders have the opportunity to develop professional relationships with colleagues with similar challenges. The programs are designed to address the specific needs of participating school leaders.
 - As a part of the International Academy, INPS includes **direct academy leadership engagement**, in which Internationals coaches and/or mentors work with the

academy leader, providing ongoing support to the development of the Internationals Approach within the International Academy.

- **Pearson Professional Services “Change of Practice” Leadership Network Institute –** Delivered in the form of half-day sessions each month for the duration of the school year, this series for school leaders aligns with the ELA and math training and support, and includes topics such as: Leading Change, Leading for Teaching and Learning, Using Data, and Engaging Families and Communities.
- **Transformation training for administrators, coaches**
 - **Instructional Leadership Team** - The Instructional Leadership Team includes the principal and assistant principals, school instructional leaders, and partner leaders. It meets monthly to strategize and ensure the sustainability of transformation efforts. The Instructional Leadership Team takes part in **embedded professional development** designed to develop their leadership skills and their ability to support teachers, with assistance from TDS facilitators, the Pearson Change of Practice program, and International Academy coaches. A major focus is the alignment of student data to PD opportunities.
 - **Data Team with REACH** - HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its School-wide Effective Practices for Using Data Program™ (SEPUDP) program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school’s progress around assessments and other established benchmarks for student achievement.
 - TDS math and literacy facilitators train and support the **school-based math and literacy coaches** around the acceleration curriculum. The coaches learn strategies that can be effectively employed to support the instructional team, creating an operating structure that is sustainable beyond the 3-year school transformation period.
- **Professional development framework for the instructional team**
 - **Professional Learning Communities (PLC’s)** – With the new block schedule, teachers will have one block class per week dedicated to PLC’s. There will be content-specific PLC’s, and interdisciplinary PLC’s within each Small Learning Community. With support from TDS facilitators and school-based math and literacy coaches, the teachers engage in common planning and professional development during PLC meetings. They also implement the TDS Early Warning Indicator (EWI) system, in which teacher teams identify and address individual student needs.
 - TDS professional development is built into the implementation of the TD curriculum and instructional strategies described in the previous section. **Full-time ELA and math instructional facilitators** from TDS work with administrators, ELA and Math coaches, faculty, and support staff to interlace the supports that TD provides with the curricular goals of the Hempstead School District and NYSED. Embedded professional development around the acceleration curriculum in English Language Arts and Mathematics builds capacity in teachers’ ability to implement the CCLS

shifts. NYSED tools are used in planning, implementing, and monitoring CCLS-aligned instruction (e.g., New York CCSS Instructional Practice Guides). Subject-area common planning meetings are held around Common Core-aligned lessons and integration into existing curricula, and grade-level planning meetings are used to create integrated, cross-curricular Common Core lessons to enhance student learning.

- **Pearson “Change of Practice” Professional Development** – HHS has also engaged Pearson Professional Development to offer their research-based series of “Change of Practice” institutes in the areas of English Language Arts, Mathematics, and Leadership. While TDS focuses on the acceleration program, Pearson’s Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components. Change of Practice institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change of practice occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.
 - **Summer Institutes** – For Phase I of the Pearson “Change of Practice” professional development, HHS will offer a 6-day summer training for teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra (see below for the course descriptions).
 - **Math & Literacy Institutes** – Phase 2 of the Pearson “Change of Practice” professional development takes place during the school year. Math teachers and the math coach participate in the Math Institute, and English Language Arts teachers and the ELA coach take part in the Literacy Institute. Each institute offers a flexible implementation tailored to the school’s needs by using a 4-part process of 1) Conducting needs assessments and designing an implementation plan for a COP institute, 2) Delivering modular PD in accordance with the collaboratively developed schedule; 3) Implementing and refining the PD through on-the-job practice, reflection, and feedback and progress monitoring (via embedded support from trained and certified Pearson Education Specialists); and 4) reporting-out to stakeholders of measured outcomes.
- **International Academy** - Internationals will provide International Academy teachers with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom. The Instructional Coach will facilitate workshops and provide on-site coaching and curriculum development support to teachers one day per week for the first three years. In addition, teachers will have access to ISHARE, Internationals’ online community.

Through ISHARE, teachers and leaders can access curriculum units and professional development resources, as well as communicate with faculty from the International High Schools for the duration of the partnership.

- **Embedded professional development** – Embedded professional development takes place during the regular school day, and includes but is not limited to classroom co-teaching and modeling, coaching, and support during Professional Learning Community meetings. Provision of embedded professional development by expert school-based content coaches is supported by TDS Instructional Facilitators in Mathematics and Literacy, and Pearson Professional Development Services' job-embedded component.
- **Site-based teacher training (10 days/year)** – Site-based teacher training days, held on a monthly basis, would enhance the professional development program. These trainings would be consistent with research-based strategies proven to improve student learning. Foci would include differentiation of instruction; using formative, interim, and summative assessments to guide individualized instruction; response to intervention; developing rigor, relevance, and relationships; teaching in the block period; and developing a protocol for analyzing student work.
- **Faculty and departmental meetings** will focus not only on operational topics but on instructional and school priorities, including identifying students who are at risk and creating an intervention pyramid to respond to those students in a timely manner.
- **New teacher training** - Teachers newly hired/assigned to the school will be paired with either a master teacher or chairperson who will communicate instructional priorities and school-wide initiatives. They will participate in monthly mini-workshops to support their transition into the teaching profession, in addition to participating in regularly-scheduled teacher professional development and PLC meetings.
- **Vertical training** that pairs high school and middle school teachers working together to articulate and address the standards is a long term goal under consideration by the school.

Additional Information on Partners

HHS partners, including Pearson Professional Development Services, TDS, and INPS, support the school's transformation with research-based strategies and supports. All of these solutions are geared toward creating long-term change that is sustainable beyond the three-year implementation period. Here is more information about the selected partners and the programs they offer:

Pearson Professional Development "Change of Practice" Institutes (COP)

Pearson "Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools.

Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps.

PHASE 1 SUMMER CHANGE OF PRACTICE INSTITUTES: English Language Arts

Topic	Description	Duration/ Format	Audience
Increasing Rigor in the CCLS Classroom: English Language Arts	Explore the concept of rigor in the Common Core State Standards (CCSS) for English Language Arts (ELA) classroom using measures of cognitive and task complexity. Participants look at how measures of complexity and rigor (such as Webb's Depth of Knowledge, Bloom's Taxonomy, and cognitive demand) help develop tasks of increased rigor.	One day; face to face	ELA teachers Grades 9-12
College and Career Readiness: Reading for Secondary Students	Students must be able to read a wide range of text at a deep level. During this workshop, participants examine the reading skills students need to be college and career ready. They review skills and strategies, such as close reading and vocabulary development, which enhance students' capacity for reading and comprehending complex text. Participants explore ways to integrate technology and help students identify key ideas and details, analyze text structure, and evaluate arguments presented in diverse formats. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core ELA Observation Framework and Coaching Tools Resource Flipbook.	One day; face to face	ELA teachers Grades 9-12
College and Career Readiness: Writing for Secondary Students	Students must learn to assert and defend claims in their writing. During this workshop, participants examine the writing skills students need to be college and career ready. They review how to take task, purpose, and audience into consideration when writing and address process, word choice, structure, and technology integration. Participants explore ways to prepare students to write high-quality first drafts and revisit their work as needed for improvements. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core ELA Observation Framework and Coaching Tools Resource Flipbook.	One day; face to face	Math teachers Grades 9-12

Literacy Institute	The Literacy Institute provides an integrated overview for literacy/English language arts (ELA) teachers. Participants explore backwards design and learn ways to support the instructional shifts required by the new expectations for college and career readiness. Teachers engage students in tasks to develop academic language, instill classroom routines that promote literacy proficiency and independent, self-directed learning, collect data and analyze student thinking to inform and plan instruction, and learn to make content more accessible to all learners by applying the principles of Universal Design for Learning (UDL).	15 days, incl. <ul style="list-style-type: none"> • Needs Analysis • Modular Professional Learning* • Embedded Support *Face to face format, max 30 participants	Grade 9-12 literacy/ELA teachers, coaches
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Talent Development Secondary Professional Development

TDS is organized into regional teams of facilitators, employed by Johns Hopkins, who visit schools throughout the year, as scheduled by each school or district. These facilitators assist ELA and Math coaches, teachers, and administrators with the details of TDS and help them meet school challenges.

A comprehensive professional development system anchors the model’s turnaround strategies. With dropout prevention and intervention at the core of TDS, the professional development initiatives include ongoing assistance designed to facilitate implementation of the TDS model for administrators, teachers, and other school support staff, including the School Transformation Facilitator, instructional coaches, and facilitators working to efficiently sustain the model. School-based administrators benefit from professional development activities designed to enhance data-driven decisions, while teacher teams participate in activities intended to structure and strengthen Professional Learning Communities.

TDS professional development in the areas of ELA and Math centers on the acceleration curriculum, with a strong focus on supporting 9th grade teachers who are implementing it. Teachers continuously benefit from layers of support targeting curriculum, instruction, and assessment while engaging in reflective practices guided by a TDS instructional coach. The TDS model encourages a student-focused classroom featuring a minimum of teacher talk and a maximum of highly engaging student-centered activities. The classroom is text-rich, a learning environment full of resources, colors, and textures, with materials organized in an orderly manner. The teacher acts as coach and facilitator while students take responsibility for their own and their team’s progress.

In addition to cultural diversity, instructional activities differentiate instruction for students with various learning styles and skill levels. TDS provides teachers with training and resources that allow them to assess these factors, and units and lessons that employ visual, text-based, kinesthetic, and auditory activities at the individual, small group, and class levels. The TDS blend of PD concerning whole-class instruction, cooperative learning in student teams, and individual practice provides teachers with the tools needed to motivate students to learn while enabling them to build both cognitive and social skills. There is a detailed description of TDS instructional strategies that address the CCLS Shifts in the Curriculum section of this document.

Other types of professional development are directed toward an integrated, data-guided, system of student support to provide safety nets and recovery options for student who are “off track” to graduation. Because supportive school environments are vital to a positive climate among students and teachers, school-wide professional development equips staff with the tools needed to maximize student motivation, and to positively influence student perception of the learning environment as part of a “can-do” culture.

TDS facilitators spend a significant amount of time training both teachers and instructional coaches on strategies and activities that can be used in various courses and content areas. These instructional facilitators work with coaches and teachers to analyze current curriculum, align classroom instruction, and refine pedagogical practices. Teams’ use of formative data generated in EWI meetings is supported by the coaches and TDS facilitators working with the teams at meetings and through the coaching cycle, thus reinforcing the creation of classrooms that are responsive to student needs.

International Academy Professional Development

Below are the major professional development strategies employed by INPS to support the International Academy.

- **Instructional coaches**, most of whom have been teachers in an International High School, play a key role in supporting new academies. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time. Time will be scheduled each week for teachers to collaborate on curriculum development, student interventions, and data analysis. In consultation with the assistant principal, the coach works closely with a small number of teachers to support them in improving their practice. The goal of coaching is to build on the strengths of the faculty in the school so they can continue to carry over the learning from the consultancy after the coach is gone.
- **Assessment and data support** - INPS provides expertise to teacher teams and schools to leverage data generated from student work, classroom and interim assessments, portfolios, and state-administered exams to inform instruction. Internationals assists teachers and schools to target identified weaknesses, with a primary focus on supporting schools, faculty, and students in reaching targets and goals. INPS works with academy leaders to develop the capacity of their teacher teams to perform case management. Schools are provided with supports such as sample professional development activities to lead teachers to use student data to inform curriculum and instruction and protocols to evaluate struggling students’ work. The team strategizes to implement necessary interventions and remediation and keeps track of progress.
- **Offsite professional development for teachers** - Teachers will have opportunities to visit other International academies and schools, as well as participate in two network-wide Professional Development Institutes that focuses on strategies and resources for the implementation of the Internationals model.
- **Key characteristics of the Internationals PD Strategy:**

- Teachers are supported in regularly examining data, student work, and formal/informal assessment results to continually fine tune instruction
- Teachers set individual, team, and school-wide goals for continuous professional growth
- Teachers receive timely, specific, and actionable feedback aligned with the academy's core values and instructional principles
- Teachers receive multiple types of support from peers, coaches, and administrators
- Team structure and shared responsibility for school governance structure create varied and built-in opportunities for leadership development
- Internationals' principle of "One Learning Model for All" means that adult learning mirrors student learning and is collaborative and differentiated
- Peer support provides growth opportunities for staff of all levels of experience
- Staff participates in INPS activities including professional development conferences, school inter-visitations, principal/AP meetings, online curriculum sharing community
- School community participate in regular opportunities to reflect on and improve school operations and school design based on data

PHASE 1 SUMMER CHANGE OF PRACTICE INSTITUTES: Mathematics

Topic	Description	Duration/Format	Audience
Focusing on the Mathematical Practices with the Common Core	Explore the concept of rigor in the Common Core State Standards for Mathematics (CCSSM) classroom using measures of cognitive and task complexity. Participants look at measures of complexity and rigor (such as Webb’s Depth of Knowledge, Bloom’s Taxonomy, and cognitive demand to develop tasks of increased rigor).	One day; face to face	Math teachers Grades 9-12
Rethinking Algebra: Focus on the Content and the Mathematical Practices of the Common Core	Examine key algebraic concepts from a mathematical point of view. Participants address the content demand necessary to provide students with the opportunity to demonstrate the eight Mathematical Practices of the Common Core State Standards for Mathematics (CCSSM) in algebra. With a focus on differentiated and active engagement strategies, participants learn how they can successfully pave the way for increased student achievement in algebra by translating the following pedagogical content knowledge into classroom practice: <ul style="list-style-type: none"> • Essential Understandings of Algebra • Algebra and the Standards for Mathematical Practice 	Two days; face to face	Math teachers Grades 9-12

PHASE 2A CHANGE OF PRACTICE INSTITUTES: Leadership

Topic	Description	Duration/Format	Audience
Leadership Networks	The Leadership Networks provides high-quality, research-based training for school leaders that align with the ELA and Math training and support. Participants will gain insight and strategies for developing a 21st century learning culture. Topics include: Leading Change, Leading for Teaching and Learning, Using Data, and Engaging Families and Communities.	Monthly half day sessions (4 days) September 2015 through June 2016	Building administrators and Leadership Team members as appropriate.

PHASE 2A CHANGE OF PRACTICE INSTITUTES: Math, Literacy

Topic	Description	Duration/Format	Audience
Math Institute	The Math Institute gives teachers a clear picture of the key math concepts all students need to master at each grade level. Teachers learn to first address the underlying mathematics concepts. They then use this foundation to build students’ skills and problem-solving abilities. Teachers learn to create classrooms of self-directed independent learners, build students’ content knowledge, model mathematical concepts, and improve mathematical discourse by using techniques and strategies that encourage the construction of arguments and justification of reasoning.	15 days, incl. <ul style="list-style-type: none"> • Needs Analysis • Modular Professional Learning* • Embedded Support *Face to face format, max 30 participants	Grade 9-12 math teachers, coaches

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

Block Schedule

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in

one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

Sample Bell Schedules 2015-2016

EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

Grade 11 Standard Track	
Semester 1	Semester 2
English 11	SLC Course/Elective
Advisory	Advisory
11 th Grade Science	SLC Course/Elective
Algebra II	Trigonometry
Lunch	Lunch
U.S. History	SLC Course/ Elective

Grade 12 Standard	
Semester 1	Semester 2
English 12	Eco/ PIG
Advisory	Advisory
SLC Course Elective	SLC Course Elective
SLC Course Elective	SLC Course Elective
Lunch	Lunch
SLC Course Elective	SLC Course Elective

School Year Calendar

Please see Appendix A for the school year calendar.

Common Planning Time

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DYO formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

Summer Bridge Program for Incoming 9th Graders - HHS will extend the school year for incoming 9th graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9th graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

Extended Learning Time - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam

test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays** include:
 - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
 - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
 - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

Additional Extended Learning Time Options - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

A positive school climate where students attend classes regularly and feel safe and supported in their school environment is key to success in school and life. HHS currently has issues with discipline and attendance that need to be resolved in order to ensure the success of all students. In 2013-14, for example, the suspension rate was 14%, up from 6% the year before. Attendance dropped from 90% in 2011-12 to 80% in 2012-13. HHS is dedicated to reducing incidences of harassment and bullying. The following components of the plan for school improvement aim at improving the overall climate at HHS, thereby impacting attendance, disciplinary incidents, and suspensions for all subgroups of the student population.

Small Learning Communities

The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

Summer Bridge for 9th Graders

The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

Early Warning Indicator System

The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure

quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact.

Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations.

The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

Academic & College-Going Supports

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a transition-to-high-school course that emphasizes the study skills, social skills, and career and post-secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.
- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members

volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.

- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

Empowered Teachers, School Climate

The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

A College-Going Culture

HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to

increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.

- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

Parent & Community Outreach

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- **Town Hall Meetings** – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9th graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- **Parent Symposium** – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.
- **Parent Center** – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and

become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

Discipline with Dignity

While a multi-pronged approach to improving the school climate is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so that ultimately they are motivated by the realization that positive behavior will make their lives better. HHS is exploring options for a dignity-based disciplinary system, including:

- An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.
- **Alternatives to suspension** such as community service at specific partnering agencies, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives ensure that students are not out of school even when a suspension is merited.

The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

Students with Special Needs

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

School Climate Surveys

In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner of Education to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SPSE does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SPSE.)

Physical Education Variance

HHS requests approval to conduct an equivalent physical education and fitness program. This request comes as a result of numerous challenges we are currently facing. Our proposed program differs from the standard regulations as indicated in Part 135 of the Regulations of the Commissioner of Education. The program goals and objectives, student schedule, program activities, and assessment activities are detailed below:

Program Goals and Objectives

The rationale for requesting approval to modify our current physical education program is based on the following critical factors:

- **Large increase in student population** - HHS has a current enrollment of 2,159 students. The student population has increased by 253 students from the previous school year (2013-2014). The escalating influx of students is projected to continue well into the future. The overall enrollment has increased by approximately 400 students over a two year period.
- **Facility constraints** - The high school was built to accommodate approximately 1,500 students. There is only one gymnasium located in the school to conduct physical education classes. A minimum of four physical education classes with up to 200 students are conducted each period.
- **Desire to maximize resources and expand curriculum offerings** - Although space is limited with only one gym for physical education instruction, HHS does have a 25-yard swimming pool that has not been accessed by students for several years. The current schedule configuration does not allow for a course in swimming.

Student Schedule

Due to the overcrowding during physical education classes, we are proposing that students are scheduled for physical education using a 2:3 flip model over a 10-day cycle for 75 minutes each period. The physical education course will last a semester (approximately 90 days). Students will either be scheduled for physical education during semester one or semester two:

Week	Week 1	Week 2
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Days	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Student	PE 75 min		PE 75 min		PE 75 min		PE 75 min		PE 75 min	

Students will have 3,375 minutes of instruction based on a 90-day semester model (180-day school year).

Program Activities

- HHS has adopted the SPARKPE curriculum which includes assessments in both English and Spanish.
- Approval of an equivalent program will allow students access to a swim program.
- As a part of the 2015-2016 curriculum, CPR will be introduced to all students through the physical education class.
- For juniors and seniors only: HHS will provide at least one semester of instruction for a half-unit of credit. During the other semester, students may elect to attend a physical education period, participate in interscholastic athletics or out-of-school physical activities occurring beyond the school day (i.e., gymnastics, dance, fitness centers, town sports leagues, etc.) per regulation. All students participating in physical education activities outside of the formal school setting will have a personal physical fitness plan approved by the physical education department and school administration, as well as a profile and log monitored by physical education staff. The school will require parental/guardian signatures attesting to the fact that the student is adhering to the plan.

Assessments

HHS will utilize assessments provided by the SPARKEPE curriculum along with the New York State Skills Rubric for sports skills within physical education.

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

The high school transformation plan incorporates school-wide strategies designed to meet the needs of all learners so that all student populations are prepared to take college-level courses. By making school-wide shifts in strategy and transforming the high school's educational program, HHS is impacting students from households that are eligible for the free or reduced lunch program, first generation college-goers, students of color, and other people underrepresented in higher education.

This begins in 9th grade with a double dose of ELA and Mathematics for students scoring below grade level, achieving either 1's or 2's on the 8th grade assessments. All students complete Algebra 1 by the end of 9th grade. By the time they graduate, they will have completed coursework in core academic and elective areas that make them, at a minimum, proficient to attend community colleges without the need for remediation. At the same time, students ready for acceleration can complete AP courses and college classes in order to graduate from high school having already amassed a number of college credits.

Supporting the goal of providing a true college opportunity for all students, HHS will ensure that students understand what the requirements are for college, and what is needed to apply to certain postsecondary institutions. This, too, begins in 9th grade, as a part of the Advisory curriculum, student counseling, and family outreach.

These initiatives will strengthen the culture of achievement within the school. Parent workshops held regularly throughout the school year will serve to increase parental knowledge and readiness so that they can help their children make a successful transition to post-secondary opportunities.

Supports for Newcomer Students

English Language Learners who have been in the country for less than four years, and have scored below a Level 3 in English, will have the choice to enter the International Academy at HHS. This Academy will leverage the INPS educational approach to offer a rigorous academic environment where teachers are supported in implementing exemplar ELL instructional practices. The International Academy will provide the appropriate socio-emotional supports for this population of students. Students at the academy will be able to take the same content courses as their peers in other academies, but will also be able to gain academic language in the same classroom. As a result, students will have the opportunity to obtain academic English through content, thus preventing them from falling behind on graduation requirements.

Priority Schools: Expanded Learning Time Plan

As per New York State's approved ESEA Flexibility Waiver, Priority schools implementing a whole school reform model in 2015-2016 must demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time in addition to the current mandated length of 900 hours per year of instruction in elementary school and 990 hours per year in high school.

A. Describe the target population of students to be served by the Expanded Learning Time program. Indicate whether students' participation in the additional hours will be mandatory or voluntary, and if voluntary, how are you ensuring that 50% or more of the students (or of Academic Intervention Services students if the school is not receiving 1003(g) School Improvement Grant Funds) are participating?

All students will participate in an ELT that has been scheduled in their individual programs. Student participation in this program is mandatory and includes all students who qualify. Those students who have failed one or more Regent exams needed for graduation, may volunteer to attend an after school and/or Saturday credit recovery program that includes Regent review classes. Attendance will be monitored for student participation.

B. Describe the unique academic, social, and emotional needs of targeted students that will be addressed through the components of the ELT program.

The high school has a large number of "newcomers" who have had interruption in their formal education. A number of students have significant gaps in their instruction and majority of the ninth grade class enter the high school two or three grade levels below NY state standards in reading and math. Additionally, more than 80% of the student population qualifies for free or reduced lunch; a significant number of families are at or below the poverty line. Many students live in gang related high crime areas. Such activities impacts students attendance in traveling to school. The selected ELT model will provide counseling opportunities for students with trained social workers and counselors to provide macro and micro services to students and families, which will focus on conflict resolutions, coping with grief, anger management, and other non-academic barriers to learning. Students will also be involved in team building activities, participate in field trips outside of the Hempstead community. This activity will develop an appreciation for diversity.

C. Describe how the school engaged representatives from multiple school and community stakeholder groups in thoughtful, data-driven needs assessment that address the holistic needs of students and teachers.

The school worked with several community stakeholder groups to solicit program proposals which would meet the specific needs of the high school. Town hall, focus groups, and informational meetings were held. Additionally, the district published a RFP for vendors. Data collected from school generated surveys, interviews and an analysis of the school academic performance were used to drive the decision of selecting vendors and programs.

D. Describe the focused priorities, expressed as clearly articulated and measurable goals, that will guide the implementation and evaluation of all program partnerships and activities.

The focused priorities are: Increase in the number of students passing the Math and ELA Common Core Regents by 3-10%, Increase student attendance by 10%, and a 3-5% reduction in the student drop-out rate and out of school suspensions.

E. Describe how the school will foster a culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED's social/emotional learning guidelines.

The school will continue to put policies in place to support a school environment that is safe for all, that adheres to District and Statewide policies and procedures. Such procedures and policies will be enforced by staff. Parent workshops will be held to build parents' capacity in social and emotional health. The school will adopt a mandatory dress code policy, school-wide discipline plan, and a zero tolerance on bullying and harassment. A structured procedure will be in place for staff to follow and to respond to bullying and infractions. These policies and procedures will be available in both English and Spanish. In addition, a freshman seminar program has been scheduled for all 9th grade students as a social and emotional "bridge" from middle to high school.

F. Describe how the school will provide a consistently high-quality and rigorous core academic program, delivered by NYS certified teachers and qualified community educators (e.g., tutors, teaching artists, etc.), that directly aligns with Common Core Learning Standards.

All tutors and teachers providing instruction will be certified by NYSED. All instructional staff will be trained in Common Core Learning Standards. Instruction will be aligned to meet the standards in all content areas. Professional Development will be provided to all instructional staff to ensure lessons are aligned to the Common Core standards .

G. Describe how the school will support personalized learning for all students through differentiated instruction, timely and targeted interventions for students who require additional support, and opportunities for acceleration.

The extended learning time will support personalized learning for all students through differentiated instruction, that will provide opportunities for cooperative learning, teacher and student conferences, and modifications of student assessments. Special Education teachers will have class sizes that are approximately a ratio of 15:1. In addition, teachers will participate in professional learning communities, where the following will be provided: Planning time to meet and analyze relevant student data, collegial review of implementations of Common Core Standards and the monitoring of accelerated and RTI programs. The school will have an evening and Saturday program to offer students an opportunity to recoup academic credit for graduation. The extended learning time schedule will allow for student acceleration towards graduation.

H. Describe how the school will integrate high-quality and engaging enrichment programming that builds critical knowledge and skills and exposes students to potential college and career pathways.

The school will incorporate a STEM Program, and a Business Program that will integrate critical thinking skills through a college readiness enrichment program. The school reform design will create career themed small learning communities to support career pathways for each student. The school will partner with local universities to offer various enrichment opportunities. Farmingdale University will offer college courses and credits to students. Hofstra University will allow students to be intern reporters at various local newspapers.

I. Describe how the school will embed consistent and meaningful opportunities for all constituencies to collaborate with their peers, participate in professional development that improves instructional practices, and engage in self-reflection and evaluation.

The high school has embedded professional learning communities for all teachers that will meet no less than twice a week. These PLC's are designed for teachers to discuss curriculum, student progress and the development of interventions for students who are struggling academically. Teachers will participate in multiple professional development workshops, including common core instructional alignment. All teachers will participate in the approved APPR evaluation, which requires teacher self-reflections and evaluations which are aligned to the NYSUT Rubric.

J. Describe how the school will utilize data cycles that include baseline, progress monitoring, and summative evaluation measures for evaluating teaching and learning and informing appropriate supports, interventions, and/or services.

The school will administer baseline assessments for all students twice a year. In addition, teachers will use quarterly assessments to monitor students progress towards mastery of standards in all content areas. These data cycles will drive fiscal and human resources, and allow for timely intervention for students. The school data inquiry team will facilitate this process and ensure essential assessment information is articulated to all staff. PLC meeting agendas will have time dedicated to review and develop action plans for targeted students.

K. Describe how the school will allocate and integrate school, district, and community resources strategically to ensure that identified goals are achieved and critical program components can be sustained and/or scaled up over time.

The school will work closely with the district to ensure that the all budget allocation is aligned to meet the school goals as outlined in the action plan. The school will work in conjunction with the identified partners to leverage resources to ensure all programs are sustained. This is inclusive of Title 1, Title 3, and receivership funding.

Strategic Plan Prioritization and Planning Template

YEAR 1 OF THE STRATEGIC PLAN	
Check all that apply	Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSDE 2.0 Resource Guide as a tool to support your thinking.
X	Vision (Leadership)
X	Systems and Structures
X	Resources
X	Common Core Learning Standards
X	Collaboration **
X	Use of Data **
x	Professional Development **
X	Differentiated Instruction **

*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it

**Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his signee.

YEAR 2 OF THE STRATEGIC PLAN

Check all that apply		Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSDE 2.0 Resource Guide as a tool to support your thinking.
X	Vision (Leadership)	External Partners will collaborate with the Community Engagement Team, School Leadership Team, Comprehensive Educational Plan Team, and Data Team to review the data of Year One as it reflects student outcomes. Based upon trends revealed in the data, the school will continue and/or adjust the work outlined in the Strategic Plan. Additional activities listed in the Conceptual Frames which were not completed or begun from Year One will commence.
X	Systems and Structures	
X	Resources	
X	Common Core Learning Standards	
X	Collaboration **	
X	Use of Data **	
X	Professional Development **	
	Differentiated Instruction **	

*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it
 **Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

YEAR 3 OF THE STRATEGIC PLAN

Check all that apply		Describe the data you will use to assess the school's needs and starting-point aligned to the identified conceptual frame and identify the people involved in addressing each area. Consider using the DTSDE 2.0 Resource Guide as a tool to support your thinking.
X	Vision (Leadership)	The Community Engagement Team, School Leadership Team, Comprehensive Educational Plan Team, and Data Team will review the data of Year Two as it reflects student outcomes. Based upon trends revealed in the data, the school will continue and/or adjust the work outlined in the Strategic Plan. In addition, in Year Three, there will be an intense focus on Differentiated Instruction. At this point, the school will be more self-sufficient, and therefore require limited feedback from External Partners.
X	Systems and Structures	
X	Resources	
X	Common Core Learning Standards	
X	Collaboration **	
X	Use of Data **	
X	Professional Development **	
X	Differentiated Instruction **	

*Schools have the ability to self-select additional CF or individual SOPs that were not prioritized in Step 1, if there is an identified need. The school should address the identified need within the plan and provide a strong rationale for adding it

**Moving steps from year 2 or year 3 requires the oversight attestation page signed by the Superintendent or her/his designee.

Mental Model Worksheet

Conceptual Frame 1 - Vision (Leadership)	HEDI Rating
Statement of Practice 1.2 (District)	N/A
Statement of Practice 2.2	Ineffective
Statement of Practice 3.2	Developing
Statement of Practice 4.2	Developing
Statement of Practice 5.2	Developing
Statement of Practice 5.3	Ineffective
Statement of Practice 6.2	Developing
<p>In Year 1, work to create a vision that is widely known and understood. Note that leadership vision addresses academic efforts, school culture, social-emotional supports, and family and community engagement.</p>	

Conceptual Frame 2 - Systems and Structures	HEDI Rating
Statement of Practice 2.4	Developing
Statement of Practice 2.5	Developing
Statement of Practice 3.5	Developing
Statement of Practice 5.2	Developing
Statement of Practice 5.5	Ineffective
Statement of Practice 6.5	Developing
<p>In Year 1, create systems and structures that are widely known, understood, and used to address the improvement of student achievement.</p>	

Conceptual Frame 3 - Resources	HEDI Rating
Statement of Practice 1.1 (District)	N/A
Statement of Practice 1.3 (District)	N/A
Statement of Practice 2.3	Ineffective
Statement of Practice 3.3	Developing
Statement of Practice 4.3	Ineffective
Statement of Practice 5.3	Ineffective
Statement of Practice 6.3	Developing
<p>In Year 1, evaluate and develop a plan for aligning and using their partnerships, fiscal capital, time (scheduling), and human capital to address the goals for the school.</p>	

Conceptual Frame 4 - Common Core Learning Standards	HEDI Rating
Statement of Practice 3.2	Developing
Statement of Practice 3.3	Developing
Statement of Practice 4.3	Ineffective
Statement of Practice 4.5	Developing
<p>In Year 1, develop methods to incorporate the use of Common Core Learning Standards aligned curriculum into teachers' daily instructional practices to address students' academic achievement.</p>	

Conceptual Frame 5 - Collaboration	HEDI Rating
Statement of Practice 1.4 (District)	N/A
Statement of Practice 2.4	Developing
Statement of Practice 3.4	Ineffective
Statement of Practice 4.4	Developing
Statement of Practice 5.4	Developing
Statement of Practice 6.4	Developing
<p>In Year 2, develop methods for staff, school partnerships, and families to</p>	

Conceptual Frame 6 - Use of Data	HEDI Rating
Statement of Practice 1.5 (District)	N/A
Statement of Practice 2.4	Developing
Statement of Practice 2.5	Developing
Statement of Practice 3.5	Developing
Statement of Practice 4.5	Developing
Statement of Practice 5.5	Ineffective
Statement of Practice 6.5	Developing

collaborate concerning practices intended to address the manner in which adults work together for the betterment of students.

Conceptual Frame 7 - Professional Development	HEDI Rating
Statement of Practice 1.4	
Statement of Practice 2.4	Developing
Statement of Practice 3.2	Developing
Statement of Practice 5.3	Ineffective
Statement of Practice 6.4	Developing

In Year 2, develop a professional development program that addresses the needs of adults and families involved in the school community.

In Year 4, develop and implement systems and structures for using data (academic, social emotional, teacher practices, family, and community) to analyze and address the needs of the school community (students, staff, and families)

Conceptual Frame 8 - Differentiated Instruction	HEDI Rating
Statement of Practice 3.3	Developing
Statement of Practice 4.2	Developing
Statement of Practice 4.3	Ineffective
Statement of Practice 4.5	Developing

In Year 3, teachers should develop instructional practices that address the learning needs of all students in the school (students with disabilities, English language learners, closing the achievement gap, and those requiring enrichment)

Conceptual Frame 1: Vision (Leadership)

<p><u>1. Needs Statement:</u> <u>Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</u></p>	<p>The school needs to have a clearly defined vision and mission that is aligned to the priorities of the school. The school's internal and external review teams of the DTSDE rubric were able to provide recommendations that would improve our current SOP evaluations. The International Center for Leadership in Education found that the school's key challenge is to create a clear vision, mission, and academic approach for the district (2.2). Talent Development Secondary, a partner in the school's transformation plan identified that their needs to be a whole-school climate and culture of high expectations in a safe and secure learning environment through the creation of small learning communities and the use of tiered interventions (5.2). Also, the Regents Research Fund Office of School Innovation, highlighted that the school's vision should be created by the school community and communicated to all stakeholders to ensure buy-in and ownership (6.2).</p>
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<p><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,</u></p>	<p>All stakeholders will take ownership of a collaboratively created comprehensive plan, which fosters the school's vision through: distributive leadership; a personalized environment; the implementation and monitoring of a unified CCLS based curriculum that is delivered through the use of research-validated best practices, to ensure an increase in proficiency (75% and above) of 3-10% in all content areas by June 2016.</p>
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<p><u>E1. Start Date: Identify the projected start date for each activity.</u></p>	<p><u>E2. End Date: Identify the projected end date for each activity.</u></p>	<p><u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u></p>
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6/1/2015	6/30/2016	<p>1. The Leadership Team will recruit a group of stakeholders to serve as "The Tiger Spirit Team." This team will brand and promote the characteristics of "The Tiger Spirit" by explaining and displaying the criteria and standards of excellence. This team will develop a Positive Behavior Support (PBS) System. "School-wide positive behavior support (PBS) is a broad set of research-validated strategies designed to create school environments that promote and support appropriate behavior of all students." "The Tiger Spirit Team" will institute practices of rewarding individuals who exemplify outstanding attendance, behavior, and course work; whereas the standards of evaluation and reflection will be aligned with the tenets of College and Career Readiness Standards. Students who demonstrate extreme improvement will also receive recognition. Rewards and recognition will be disseminated in a public forum for all to witness. Faculty and staff members will also be recognized for their quarterly achievements. Instituting PBS will increase desired behavior, increase expectations and "creates a culture of collective responsibility for learner focused outcomes." A changed environment will change the academic success.</p> <p>Sources:http://www.nasponline.org/publications/booksproducts/BP5Samples/735_BPV89_4.pdf</p>
8/1/2015	6/30/2016	<p>2. Create a College and Career Center that has partnerships with organizations such as the Smart Scholars. Based upon the New York State Education Department, "through the Smart Scholars Early College High School Program, institutions of higher education (IHEs) partner with public school districts to create early college high schools that provide students with the opportunity and preparation to accelerate the completion of their high school studies while earning a minimum of twenty but up to sixty transferable college credits at the same time." This program will build students' confidence to seek higher education upon graduation. Guidance counselors will be assigned as coordinators of the program.</p>
9/1/2015	6/30/2016	<p>3. The school will host "Town Hall Meetings" to engage community stakeholders in meaningful dialogue about the school's vision and initiatives. During these meetings, constituents will be informed about opportunities and activities to support students. Also, parent workshops will be hosted by the high school to increase parental support of student learning.</p>

<p>F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.</p>	<p>Activity 1. The School Leadership Team will consist of a school transformation facilitator from Talent and Development, counselors, data team members, attendance staff members, social workers, psychologist, teachers, administrators, PTA members and Community Based Organizations (CBO) to support the initiative to reward students and staff for exemplary "Tiger Achievement." These team members will also ensure that all publications will be translated and disseminated for all stakeholders to be informed of standards. The formative assessment is a compilation of data reflecting attendance, suspensions and academic success in core courses. Formal checkpoints to determine progress will be set for the midpoint of each quarter. The students who fail to meet "Tiger Achievement" or who demonstrate signs of regression will be referred to the members of their Small Learning Academy's Early Warning Intervention (EWI) Team. The awards ceremonies or activities will take place at the end of each quarter. There will be a culminating event at the end of the school year. The report concerning attendance, suspensions and academic referrals will be submitted to the principal monthly.</p>
	<p>Activity 2. There will be the creation of a College and Career Center to organize and promote all the programs focusing on college and career readiness. This location will provide ongoing support and guidance in accessing pathways to college and career opportunities. All staff members will promote college and career readiness goals. The Smart Scholars program will be instituted and supported through the College and Career Center. Other programs will also be revisited such as Syracuse courses and other programs that will expose students to college level instruction, completing college course work yielding credit. Other activities will include college tours, college fairs, scholarship application assistance, and financial aid assistance. These activities will encourage students to seek high education. This program will encourage students to become advocates for their own academic progress and future success.</p>
	<p>Activity 3. The "Town Hall Meetings" will be held three times a year to monitor the understanding of the school's vision. The parent workshops will take place at minimum quarterly. These meetings will open pathways of communication with parents and the faculty concerning student growth. The workshops will also inform parents of ways to ensure that parents can support college and career readiness in their homes.</p>
<p>G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual</p>	<p>Establish small learning communities (focusing on professional development) using norms and protocols to ensure safe communication, thus alleviating insecurities that impede effectiveness of instruction. During small learning community sessions, faculty will work towards increasing the capacity to reach all students and ensuring student success in meeting or exceeding Common Core State Standards and becoming College and Career ready.</p>

H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?

All community stakeholders will be invited to meetings addressing their specific needs. Multi-lingual mailings, calls, daily announcements, electronic marque and electronic postings will be provided to ensure all community stakeholders are informed. The following steps will be taken to ensure the Vision will be known by all members of the Hempstead High School Learning Community:

1. The "Tiger Spirit Team" must be created.
2. The "Tiger Spirit Team" will establish the Vision and Mission Statement by consensus.
3. The "Tiger Spirit Team" will establish the "Tiger Spirit" and the standards for "Tiger Achievement"
4. The "Tiger Spirit Team" will establish fund raising activities.
5. The "Tiger Spirit Team" will create partnerships with CBO to ensure support to PBS.
6. The "Tiger Spirit Team" will brand items such as t-shirts, flash drives and agendas to carry the logo of the "Tiger Spirit."

Conceptual Frame 2: Systems and Structures

<p><u>D1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.</u></p>	<p>The school needs to implement a strategic planning process that involves student, faculty, staff, parent, school and district leadership representation to develop a roadmap for a school focused on instructional excellence and high student achievement for all students. Based upon an external review conducted by the State Office of Accountability, the school should dedicate a full-time position to support the social and emotional developmental health of the students.</p>
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<p><u>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</u></p>	<p>All stakeholders will take ownership of collaboratively created evidence based systems and structures which include the use of uniform, interconnected and adaptive routines (including, but not limited to referral and support procedures), which foster the school's vision: improving attendance, behavior and course performance through distributive leadership; a personalized environment; the implementation and monitoring of a unified CCLS based curriculum that is delivered through the</p>
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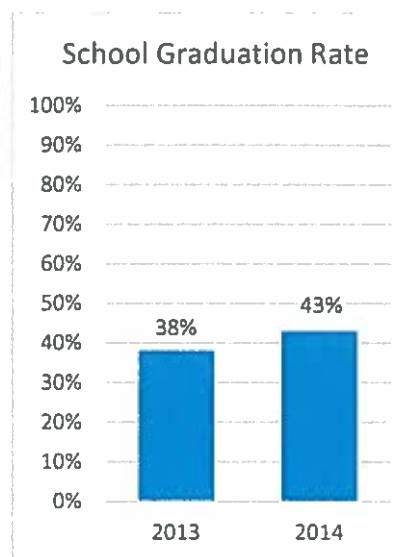
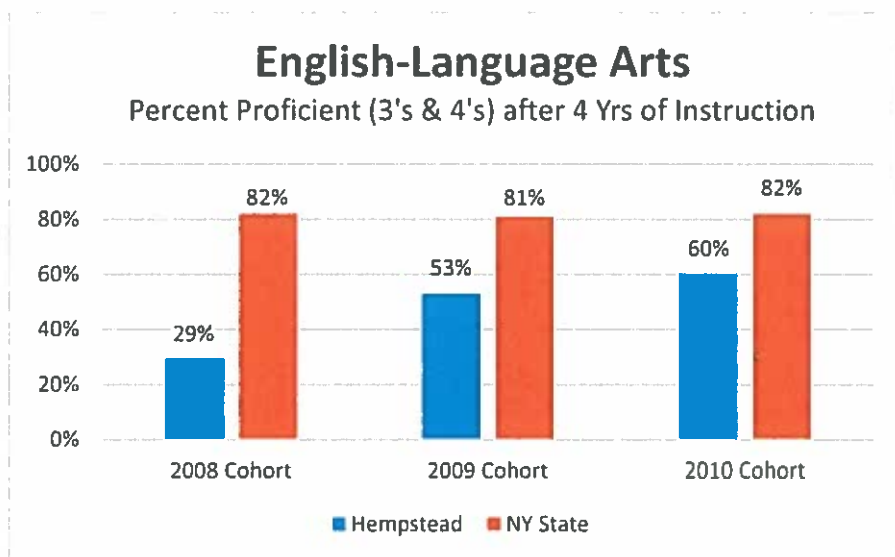
<u>E1. Start Date:</u> <u>Identify the projected start date for each</u>	<u>E2. End Date:</u> <u>Identify the projected end date for each activity.</u>	<u>E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and</u>
9/1/2015	6/30/2016	<p>1. The Organizational Team consisting of all members of the learning community will be established to create Standard Operational Procedures. This will ensure protocols and routines yielding effective use of time, accurate collection and management of data as well as established Responses to Intervention (RTI) for all learners. Systems and Structures will include monitoring attendance, testing, behavior referrals, academic referrals, academic record keeping, scheduling, curriculum planning, procuring and distribution of resources, use of technology, professional development and school and community communication.</p> <p>There will be a system established to monitor the growth of targeted learners based upon their needs. Teachers will conference with those students concerning academic expectations and proficiency. Teachers will have support in making adjustments for students of varying needs. Teachers will have access to data that will impact instructional decisions. The Organizational Team will create the procedures, monitor the success of procedures and revise procedures to ensure that they are implemented to effectively impact student achievement. The information is garnered from The Daggett System for Effective Instruction Where Research and Best Practices Meet</p> <p>http://www.leadered.com/pdf/daggett_system_for_effective_instruction_2014.pdf Moving from a "Traditional Teaching Framework" to "Systems of</p>

9/1/2015	6/30/2016	2. Tiered Interventions reducing suspension and addressing the social emotional needs of the individual learner. The school will implement a Response to Intervention Program (RTI). "Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of [targeted] children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel including
10/1/2015	6/30/2016	3. Conferencing and communication concerning academic progress will increase to become a common routine. All teachers will confer with members of their learning community to determine how to effectively meet the academic needs of individual students. The extended learning
8/31/2015	6/30/2016	4. Teachers will receive professional development pertaining to the Annual Professional Performance Review (APPR) Process. With understanding the APPR process, teachers will be provided with information that will assist
9/1/2015	6/30/2016	5. Five Small Learning Communities (SLC's) will be established: 9th Grade, International, STEM, Visual & Performing Arts, and Business. The 9th grade SLC will partner with Talent Development Secondary (TDS). The schedule for students enrolled in the 9th grade academy will also have a Freshman Seminar to help students transition from middle to high school. The other SLCs will partner with local organizations and universities based

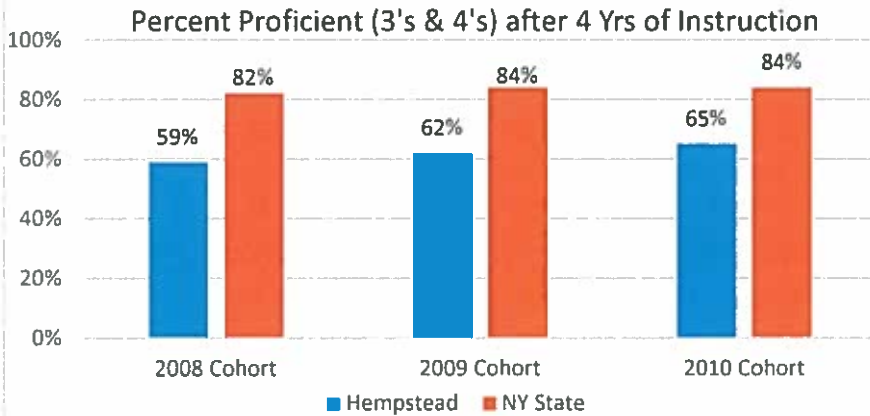
F. Plan for Interim and Summative Evaluations: Be sure to include approximate checkpoints, who will conduct the evaluations, and how they will be conducted.	1. Academic, behavioral and attendance data will be monitored for identified students at risk bi-weekly. Mid-quarter and end-quarter evaluations will be provided in report form to the administrative staff and to the team of teachers who service the students to target interventions.
G. Safety (Intellectual and Physical): What steps will the school community take to ensure that these activities are addressed in a climate of intellectual safety?	The culture of the learning community will become one of coaching and collaboration. Teachers will participate in Professional Learning Communities (PLC's). Professional development will be provided in Year 1 to support the facilitation of these meetings.
H. Communication: What steps will the community take to ensure active communication takes place amongst and across all constituencies?	The school will develop a quarterly newsletter and annual newsletter will cumulative articles providing feedback of events and progress. There will be updates to the school website to keep the school community well informed about school initiatives and programs. With weekly and monthly reports to communicate progress, the administration team will be well

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the NY State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

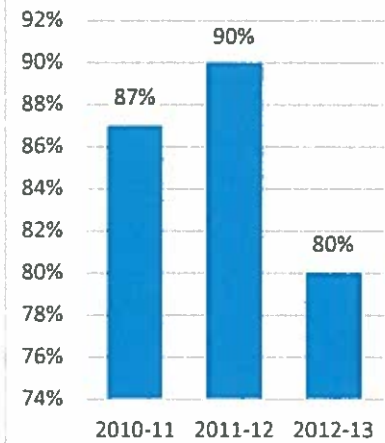
There is a significant achievement gap between HHS students and high school students across the state. Although modest gains have taken place in English Language Arts and Mathematics over the past three years, the percentage of student scoring proficient in these subjects is still more than 20% below cohorts statewide. 20% of students were Limited English Proficient in 2013-14, an increase over the previous year. In the case of newcomer students with little to no English who may have experienced gaps in their education, there is a need for a specialized program of curriculum proven to work with this unique group. In 2014, the school graduation rate was only 43%. Low attendance, a high suspension rate, and disciplinary issues contribute to a school climate that is not conducive to student academic performance. HHS does not meet federal accountability targets in English Language Arts, Math, or Graduation Rate.



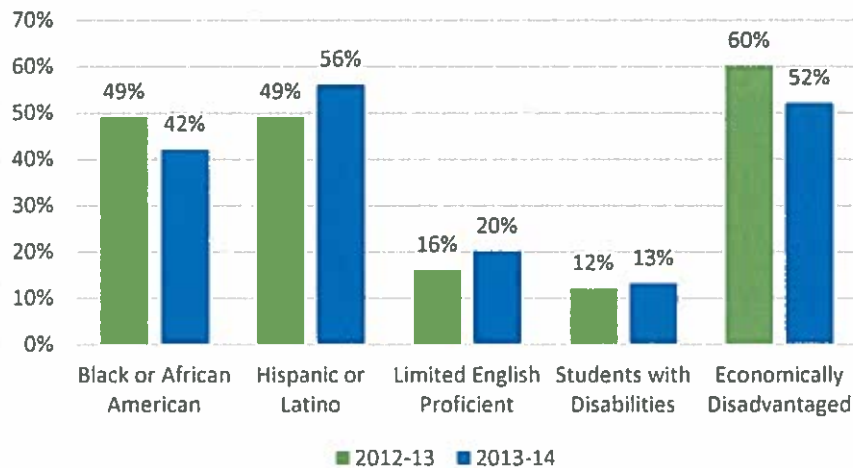
Mathematics



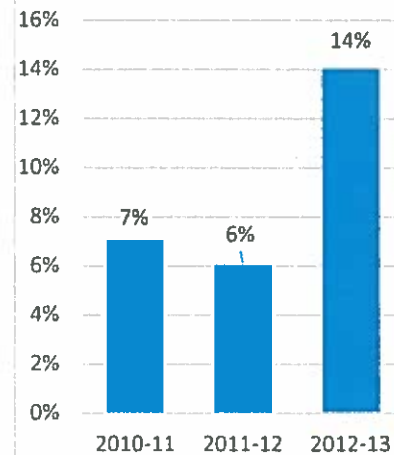
Student Attendance



Student Demographics at HHS



Student Suspensions



The need for major gains is clear. These will be accomplished using a combination of strategies that affect not only academic performance but also school culture factors. With the help of TDS, the school will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. TDS will also help teacher teams identify and respond to individual student needs with its Early Warning Indicator (EWI) system, addressing social-emotional needs. With the help of Pearson Professional Development Services' "Change of Practice" Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

Standards-Aligned Curriculum

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics.

Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is **New York Learns** (www.nylearns.org), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

Curriculum for Acceleration from Talent Development

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders, approximately 80% of whom enter high school scoring at level 1 or 2 in English Language Arts and/or Mathematics. The TDS curriculum is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed in their regular English and Mathematics classes in those grades. Their effectiveness has been proven in national studies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:**
 - The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second

semester. Students who enter high school inadequately prepared in literacy take *Strategic Reading*, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature.

- **Mathematics:**

- The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, *Transition to Advanced Mathematics (TAM)*, which is offered first semester on an extended block. The district-level Common Core-aligned course is taught second semester.
- *Geometry Foundations (GF)* offers the same beneficial double-dose strategy to geometry students. *GF* reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. *GF* helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.

- **Student Success:**

- *Career Academies - Freshman Seminar* is taught as a full-year course in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. Ever mindful of the pedagogical shifts demanded by the Common Core Learning Standards, instructional strategies include but are not limited to the following:

ELA and Literacy Instructional Strategies	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students with opportunities to engage in the work of the lesson.
Shift II: Knowledge in the Disciplines	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.

Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze, evaluate, compare, etc.</i> , that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

Math Instructional Strategies	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.

Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.
Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

English Learner Curriculum

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals’ online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Best practice videos that demonstrate effective implementation of Internationals’ 5 Core Principles
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support.
 - **LISTSERVs** – Online venues organized by academic discipline to facilitate teacher collaboration
 - **Network Curriculum Library** – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

1. New School Design and Educational Plan

The plan should provide a clear overview and detailed description of the redesign framework chosen. Drawing on the target population and sub-groups within the school, a clear rationale should be provided that articulates how the proposed mission, curriculum, teaching methods and services align with the educational needs of those populations driving the school's current accountability status. This serves as a blueprint for the school redesign efforts.

A. Overview: Describe how the school will achieve its vision and mission, including explanation of how the proposed school design and founding group are likely to accomplish dramatic school change and improvement in key goals and outcome metrics within two years. Present historical evidence that the design, or at least components thereof, had led to similar outcomes in existing schools. Present a clear rationale for the design and any research or other supporting information that provides plausible evidence that the model will meet the needs and outcomes identified for the school.

Hempstead High School (HHS) is blessed with a diverse population of students for whom it has lofty goals for academics, college, workforce, and life success. The vision is that "Hempstead High School students will meet and exceed state and national standards; be college and workforce ready; and value diversity."

At present, however, Hempstead is a consistently low performing school. In 2014, the school graduation rate was only 43%. Although gradual academic improvements have been achieved in English Language Arts and Mathematics over the past three years, the percentage of students scoring proficient in these subjects trails behind cohorts statewide by 20% or more. HHS does not meet federal accountability targets in English Language Arts, Mathematics, or Graduation Rate. In order to meet and exceed these targets, there is a need to improve student academic performance across the board.

An additional challenge is the large influx of students, new to the U.S., who have limited English skills. Many of these students have had traumatic experiences in their country of origin, have come to the U.S. without their parents, or are meeting their parents in the U.S. for the first time. They come with significant education gaps, often not only without transcripts, but also without formal education or with interrupted formal education. Special attention is required to ensure the acclimation and on-time graduation of this subgroup.

For all students, social factors and school culture factors that inhibit academic success must also be addressed, while honoring and valuing students' diverse backgrounds. This calls for a multi-pronged, school-wide transformation with improved attendance, reduced disciplinary incidents, a personalized learning environment for all students, and a school culture that is focused on all aspects of students' success, to ensure they graduate ready for college and careers.

To lead the school-wide transformation, HHS welcomed a new principal in 2014-15. Dr. Stephen Strachan is an experienced practitioner of the Small Learning Communities framework of school redesign, having demonstrated proven results including improved academic performance, graduation rates, attendance, discipline, and college-going rates of students at Roosevelt High

School in Long Island, where the graduation rate increased from 54% to 84%, and Jordan High School in Los Angeles.

Key Design Elements, Core Strategies, Partnership Organizations

Under Dr. Strachan's direction, HHS will implement a Small Learning Communities (SLC) redesign framework. This involves restructuring the comprehensive high school into smaller communities of learning where students feel connected, engaged, interested in the subject matter, and less likely to fall through the cracks. The implementation of this transformation plan, which will take place over a 3-year period, is designed to create long-lasting, sustainable change at HHS.

The SLC structure involves a Ninth Grade Success Academy with an intensive academic focus designed to help students (approximately 80% of whom enter Hempstead scoring at level 1 or 2 in ELA and/or Math) achieve grade level performance in the core subjects, while building study skills that will help them succeed during their high school careers and beyond. Then in grades 10-12, students enter their choice of Career Academies, including STEM (Science, Technology, Engineering, and Mathematics); Visual and Performing Arts; and Business and Entrepreneurship.

In addition, there will be an International Academy which will address the needs of newcomer and English Learner students. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services as needed.

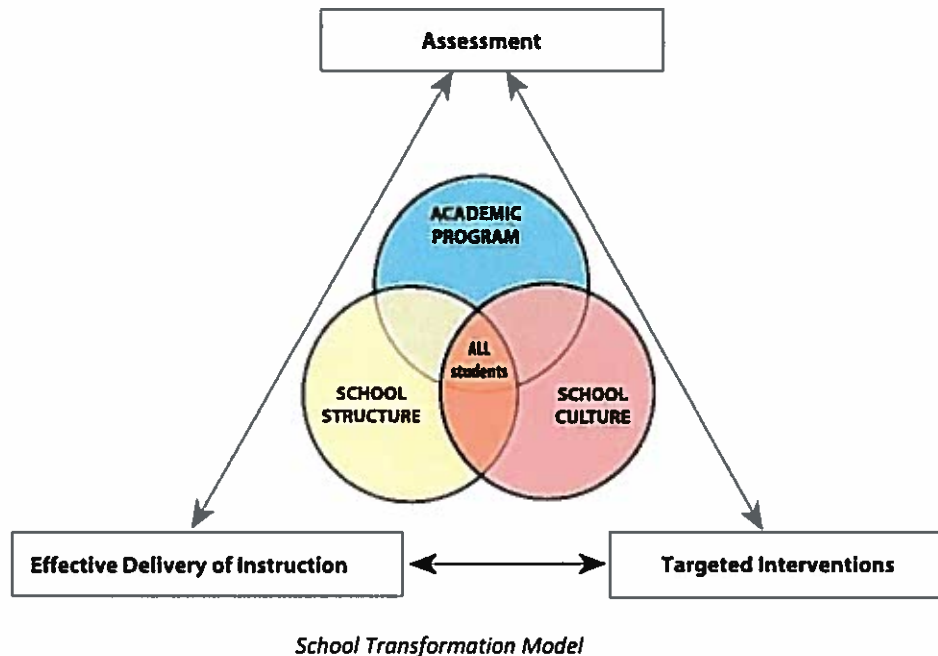
The SLC structure creates separate, small, stable learning communities, each with a team of teachers collectively teaching the same students. It encourages students, teachers, and families to establish strong bonds and close, caring relationships. All academies have an Advisory period that gives students the opportunity to develop a trusting relationship with at least one adult in the academy. Partnerships with local colleges and universities help to enhance the offerings of the academies, and engage the larger community around students' success. Hofstra University will partner with Hempstead around the STEM and Business & Entrepreneurship Academies. The Hofstra journalism program in particular will assist the high school journalism program within the Business & Entrepreneurship Academy. Stony Brook University will also serve as a partner with the STEM academy.

Other partners help HHS to create a college-going culture school-wide. Nassau Community College partners with the school on the Gear Up grant, which helps students navigate the path to college. Farmingdale State College works with Hempstead on Smart Scholars, an early college high school program through which students experience college education while still in high school, and graduate from high school having amassed some college credit.

Other major features in the school's transformation include converting the school day into a block schedule for increased instructional time; targeted interventions through a double dose of English Language Arts and Mathematics for identified students; research-based professional development, instructional strategies, and professional learning communities for teacher

collaboration; and engaging parents and community members through assemblies, community celebrations, family participation-oriented events, and increased communication.

Instructional decision-making is data-driven, and school change strategies are implemented in three overlapping spheres—the academic program, school structure, and school culture—to create an overall climate for student success.



Lead Partner: Johns Hopkins University Talent Development Secondary (TDS)

The transformation framework to be implemented at HHS draws in large part from the Talent Development Secondary (TDS) model for organizational and instructional reforms developed by Johns Hopkins University. For the past 20 years, TDS has helped schools across the nation reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement. TDS was the major partner in the transformation of California’s Jordan High School under Dr. Strachan, and will be engaged as a major partner in Hempstead High School’s transformation.

Schools that implement TDS organizational and instructional reforms see increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests. TDS helps schools obtain such outcomes by offering research-based strategies, developed at Johns Hopkins University, that are paired with intense technical assistance provided by master educators who serve as TDS organizational and instructional facilitators. They work in the school, with the HHS administrators, to ensure that the strategies

provided will be effectively implemented, monitored, and managed. The goal is to create a school that meets *all* students where they are and takes them where they need to be to graduate from high school ready to succeed in college, career, and civic life. This comprehensive school restart model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools. The function of TDS is to build capacity within the school so that the school continues to utilize and build upon the practices established during the TDS support period.

The TDS model integrates the following key elements and core strategies:

1. Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators. This includes implementation of the block schedule, Professional Learning Communities, student Advisory period and curriculum, and theme-based small learning communities.
2. A teacher-friendly Early Warning Indicator system tied to research-based prevention, intervention, and recovery strategies in the areas of Attendance, Behavior, and Course performance in English and math.
3. A team-based organizational structure and collaborative work environment to make the job manageable.
4. An on-site School Implementation Manager (SIM) who works with the principal to coordinate the entire transformation process and implementation, including the various PD components;
5. TDS regional team Instructional Facilitators (IFs) in ELA and math who provide professional development and technical assistance to support expert school-based content coaches in ELA and math employed by the Hempstead school district; and a TDS regional School and Student Support Services (S4) Facilitator who provides technical assistance in the areas of school climate and classroom management.
6. Acceleration curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed in their regular English and Mathematics classes in those grades. The double-dose of ELA and Math for 9th graders is a major component.
7. An emphasis on the use of data to drive instruction and to provide tiered whole school and individual interventions.

Evidence for Success:

One third-party evaluation conducted by MDRC, an independent nonprofit education and social policy research organization, focused on the first 5 high schools to begin using the TDS model in the School District of Philadelphia. The evaluation followed 20 cohorts of 9th-grade students for up to four years of high school using a comparative interrupted time series research design. Key Findings include the following:

- There were substantial gains in attendance, academic course credits earned, and promotion rates during students' first year of high school. These impacts emerged in the first year of

implementation and were reproduced at other schools in the district and with subsequent cohorts of students.

- Strong positive impacts during the first year of high school are consistent with the model's intensive initial focus on the 9th grade and its emphasis on combining high-quality curricular and instructional enhancements with pervasive structural reforms aimed at building supportive and personalized learning environments.
- Improvements in credits earned and promotion rates for 9th-graders were sustained as students moved through high school. Improvements in student performance on the eleventh-grade state standards assessment began to emerge for later cohorts of students as the most intensive components of the model were extended beyond the 9th grade. There are also early indications that TDS is improving graduation rates. The findings in this report provide encouraging evidence that real improvements can be made in some of the lowest-performing high schools in the country.

http://www.mdrc.org/sites/default/files/full_432.pdf

Partner: The Internationals Network for Public Schools

HHS will engage a second partner, the Internationals Network for Public Schools (INPS), to create an additional academy option which will support its growing number of newcomer SIFE students and English Learners. This multi-grade academy starts at grade 9, helping students of all ages and languages fill gaps in their education while receiving acculturation support and services. The academy will serve a subgroup of approximately 280 students who continue to struggle academically due to education and language gaps.

The research-based approach was developed by expert practitioners in EL education and is based on more than 30 years of school-based experience. It combines quality education for EL students with support to districts, schools, and educators, and involves: 1) Heterogeneity and Collaboration: Schools and classrooms are heterogeneous and collaborative structures that build on the strengths of every individual member of the school community to optimize learning; 2) Experiential Learning: Expansion of the 21st century schools beyond the four walls of the school building motivates adolescents and enhances their capacity to successfully participate in modern society; 3) Language and Content Integration: Language skills are most effectively learned in context and emerge most naturally in purposeful, language-rich, experiential, interdisciplinary study; 4) Localized Autonomy and Responsibility: Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential; 5) One Learning Model for All: All learners, faculty, and students participate in similar collaborative learning and work structures which maximize their ability to support one another.

Evidence for Success:

- In the existing network of 19 International High Schools (small public schools and academies) in California, New York, and Virginia, students' standardized test performance,

persistence, graduation, and college-going rates are significantly above both native English speaking and English Language Learner averages in these regions.

- Internationals' schools in New York City were part of the school reform effort described in the lauded MDRC reports highlighting the success of small schools of choice. Internationals' experience opening and supporting new small schools nationally provides insight on how to structure a school and design strategic support as well as professional development for programs that successfully serve ELLs.
- Since its inception in 2004, INPS has developed 14 new schools and academies based on the Internationals model, growing the national network to include 19 small, district-operated schools or academies, each serving fewer than 500 students, and the vast majority of whom live below the poverty line. INPS has impressive results with four, five, and six-year graduation rates surpassing the New York City English Language Learner graduation rates. 55% of Internationals students graduated in four years, compared to 41% of New York City's ELLs. 67% of Internationals students graduated in five years, compared to 54% of New York City's ELLs. Finally, 77% of Internationals' students graduated in six years, compared to 57% of New York City's ELLs, a difference of 20%. Significantly, Internationals students drop out less often and Internationals' schools graduate a similar percentage of ELLs in four years to New York City's six-year ELL graduation rate.
- Throughout 25 years of practitioner experience, International High Schools have consistently out-performed NYC schools for ELL student achievement.
 - In 2011, the NYC four-year graduation rate for ELLs was 45%. In contrast, 64% of Internationals' 2011 cohort graduated high school.
 - In 2014, the NYC four-year graduation rate for ELLs was 37%. In contrast, 64% of Internationals' 2014 cohort graduated high school. The NYC six-year graduation rate was 50% compared to Internationals' 73%.
- Internationals' model has been proven effective in multiple contexts, geographies, and with a large range of ethnic and language groups.

Additional Partners

HHS has engaged two additional partners to provide specialized services in the area of professional development:

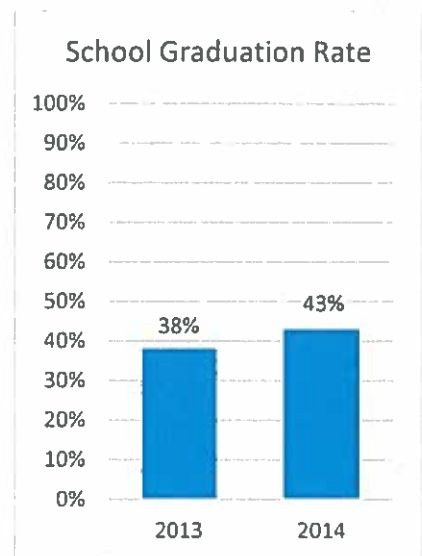
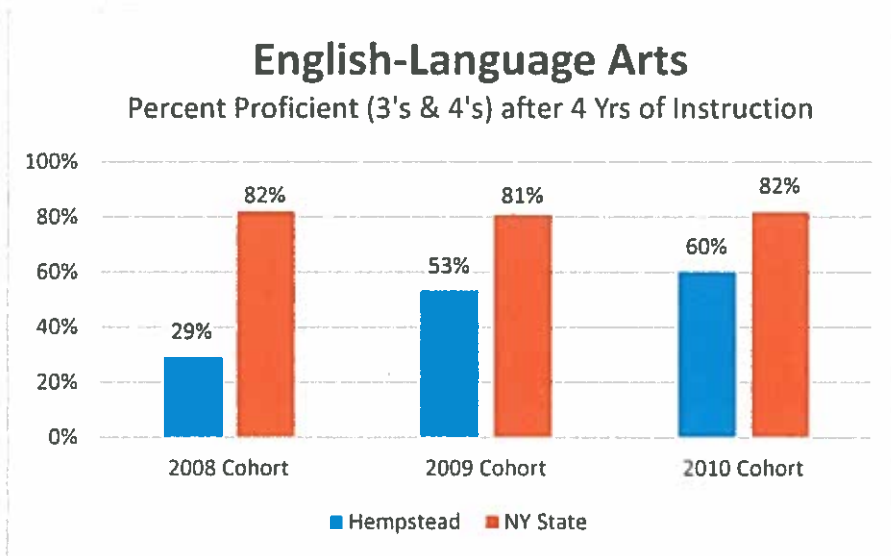
- **REACH: School Leader Coaching Program and School-wide Effective Practices for Using Data Program™** - REACH was selected as a partner because it has a proven track record helping schools develop a protocol for collecting and analyzing data, and using it to drive instructional decision-making. HHS has long lacked such a system, which is crucial to implementing effective school change that identifies and addresses need areas.
- **Pearson Professional Development: Change of Practice Institutes in English Language Arts, Mathematics, and Leadership** - Pearson was selected as a partner because of its proven results implementing school-wide PD around the core content areas, and because of the customizable tools and program it offers, which allow implementation to be tailored to a school's specific needs. It was also chosen for the level of service provided to schools and

teachers through embedded PD, designed to verify and support the integrity of implementation.

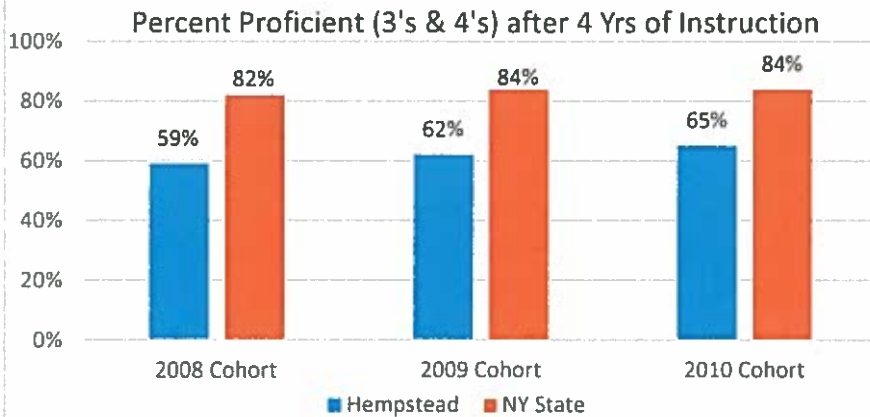
Please see Section C: Professional Development for more information on these partnerships.

B. Curriculum and Instruction: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two non-consecutive grade-levels to be offered by the school. Describe the process that will be used to ensure that the curriculum aligns with the NY State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss specific proven research-based instructional strategies and practices that will be relevant or necessary to successful implementation of the curriculum with the identified sub-groups.

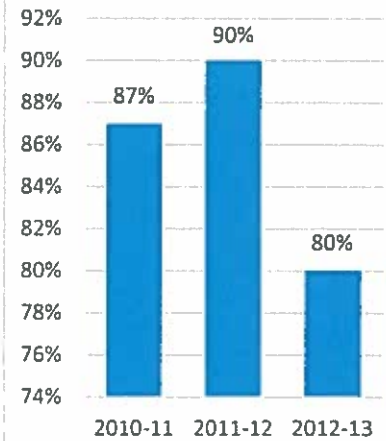
There is a significant achievement gap between HHS students and high school students across the state. Although modest gains have taken place in English Language Arts and Mathematics over the past three years, the percentage of student scoring proficient in these subjects is still more than 20% below cohorts statewide. 20% of students were Limited English Proficient in 2013-14, an increase over the previous year. In the case of newcomer students with little to no English who may have experienced gaps in their education, there is a need for a specialized program of curriculum proven to work with this unique group. In 2014, the school graduation rate was only 43%. Low attendance, a high suspension rate, and disciplinary issues contribute to a school climate that is not conducive to student academic performance. HHS does not meet federal accountability targets in English Language Arts, Math, or Graduation Rate.



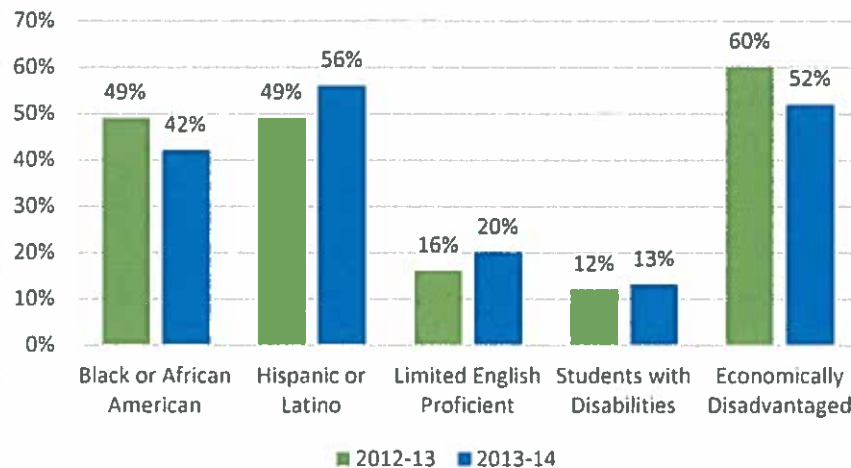
Mathematics



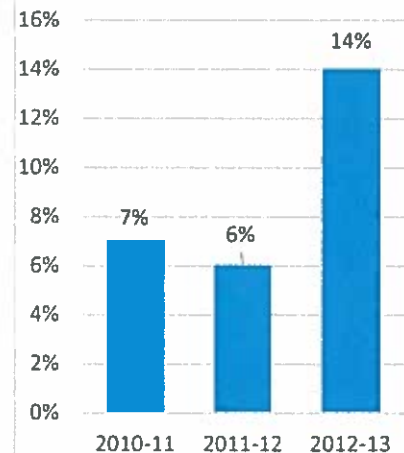
Student Attendance



Student Demographics at HHS



Student Suspensions



The need for major gains is clear. These will be accomplished using a combination of strategies that affect not only academic performance but also school culture factors. With the help of TDS, the school will implement acceleration curriculum and a double dose of ELA and Mathematics for students who enter HHS below grade level in ELA or Math (scoring 1 or 2 in 8th grade), a format that will be replicated beyond the three-year implementation period. TDS will also help teacher teams identify and respond to individual student needs with its Early Warning Indicator (EWI) system, addressing social-emotional needs. With the help of Pearson Professional Development Services' "Change of Practice" Institutes, teachers will revisit the standards and work as teams to develop standards-based units around them in the areas of English Language Arts and Mathematics. The framework for collaboration, made possible by new Professional Learning Communities, is supported by TDS facilitators. Curriculum and instructional strategies from INPS will address the specialized needs of newcomer and limited English students.

Standards-Aligned Curriculum

HHS began the implementation of Engage New York's state-approved instructional modules in English Language Arts and Mathematics last year. The modules are aligned with the New York State Learning Standards and the Common Core, and the curriculum was adopted by the school district to support implementation of the CCLS shifts. HHS will continue to build capacity around the utilization of the modules and other instructional materials to support the shift to Common Core ELA and Mathematics.

Over the four years of high school, all students' schedules will include:

- At least three credit-bearing courses in mathematics that meet or exceed the Common Core Standards and can include competency at or above Algebra II;
- A sequence of four credit-bearing courses in English that meet or exceed the Common Core Standards at the proficient or advanced level;
- At least three college-preparatory science courses;
- At least four college-preparatory social science/history courses;
- Up to three years of foreign language instruction;
- Freshman Seminar, which facilitates and lays the groundwork for students' transition to high school and college and career preparation.
- Art, music, or drama electives.

Enhancing teachers' ability to deliver this curriculum is **New York Learns** (www.nylearns.org), a Standards-based curriculum management and sharing system that will be made available to teachers in the Hempstead School District starting in the 2015-16 school year. This online system includes searchable Standards by grade level and subject, along with shared lesson plans, assessments, and other teaching tools.

Curriculum for Acceleration from Talent Development

The TDS curriculum serves the high school's need for academic acceleration, particularly for incoming 9th graders, approximately 80% of whom enter high school scoring at level 1 or 2 in English Language Arts and/or Mathematics. The TDS curriculum is for acceleration only, and forms the full instructional approach when combined with curriculum from the district. TDS provides curriculum in Literacy, Mathematics, and Student Success in grades 9-11. ELA and Math classes are intended to teach students the skills they will need to succeed in their regular English and Mathematics classes in those grades. Their effectiveness has been proven in national studies. The instructional strategies embedded in the courses are utilized across all courses.

- **Literacy:**
 - The TDS high school model includes intensive double-dose courses designed to build literacy skills for students who are two or more years below grade level to close skills gaps and prepare them for the challenging, standards-based curriculum required of all students. Students are enrolled in TDS double-dose literacy courses during the first semester, and complete the district's required English course during the second

semester. Students who enter high school inadequately prepared in literacy take *Strategic Reading*, a non-traditional approach to accelerating fluency and comprehension skills with emphasis on modeling, reasoning and metacognition, and guiding students through reading authentic literature.

- **Mathematics:**
 - The TDS model for 9th grade students entering high school below grade level proficiency provides a research-based curriculum, *Transition to Advanced Mathematics (TAM)*, which is offered first semester on an extended block. The district-level Common Core-aligned course is taught second semester.
 - *Geometry Foundations (GF)* offers the same beneficial double-dose strategy to geometry students. *GF* reviews basic algebraic skills and fosters students’ conceptual understanding of key ideas in high school geometry. *GF* helps students learn missing math components, develop new concepts, broaden depth of understanding, and strengthen skills and mathematical reasoning.
- **Student Success:**
 - *Career Academies - Freshman Seminar* is taught as a full-year course in 9th grade. Students practice the note-taking, time management, study, social, and human relations skills they need every day in their academic and elective subjects and in their lives outside of school. They learn more about themselves and their futures in the worlds of post-secondary education and careers as they prepare to choose a Career Academy for subsequent grade levels. In-depth lessons use both innovative and traditional teaching techniques including long-range projects, cooperative learning activities, role-play, and reflective journal writing.

TDS deploys ELA and math curricula that are Common-Core aligned, and implemented with research-based best-practice strategies. Ever mindful of the pedagogical shifts demanded by the Common Core Learning Standards, instructional strategies include but are not limited to the following:

ELA and Literacy Instructional Strategies	
Shift I: Balancing Informational and Literary Text	TDS ELA Facilitator will assist ELA coach and teachers in choosing materials that meet the recommended CCLS guidelines for a balance of informational and literary texts. CORE ACTION1 planning sheets from NY CCSS Instructional Practice Guides will be used to ensure that texts are carefully chosen and that tasks are text-dependent while providing all students with opportunities to engage in the work of the lesson.
Shift II: Knowledge in the Disciplines	Students are taught to view text as their main source of knowledge as teachers move from the role of lecturer to facilitator, teaching students to think critically about the text. A rich variety of reading and metacognition strategies (e.g., reflection, using reference tools, using graphic organizers) are provided, and student independence is fostered so that students become self-directing and self-assessing.

Shift III: Staircase of Complexity	ELA facilitator will guide ELA coach and teachers in scaffolding texts so that students reach targeted complexity bands by providing training in examining texts and identifying strategies for close reading when planning lessons. The Lexile Framework will be used to identify students' entry reading levels (as tested by the Gates-MacGinitie Reading Tests) in order to differentiate and scaffold toward Common Core Lexile Bands. Teachers will be expected to apply differentiation strategies in order to meet the needs of every student.
Shift IV: Text-based Answers	Across content areas, a focus on providing text-based evidence when answering questions or writing will continue to be reinforced throughout the year. The TDS facilitators and building coaches will support a school-wide literacy initiative that emphasizes the importance of using text-based evidence to support responses. TDS materials have been designed to engage students collaboratively in small learning teams around rigorous text-based conversations. After discussion, students write individual text-based answers that serve as ongoing formative assessments. This will give students frequent practice in using text-based evidence to support claims.
Shift V: Writing from Sources	Teachers are taught to require students to provide evidence from sources when supporting claims or explaining their reasoning. ELA, social studies, and other content areas will include MLA documentation and citation in research-based assignments.
Shift VI: Academic Vocabulary	Best-practice vocabulary training has been provided by TDS Facilitator and ELA coach, and will continue to be emphasized school-wide, across all subject areas. Special emphasis will be given to "Tier 2" academic vocabulary, teaching critical CCLS words while keeping the cognitive verbs in mind, such as <i>analyze, evaluate, compare, etc.</i> , that focus on processing skills and lead to cross-curricular academic success. A morning announcement vocabulary program will be instituted, and keeping words alive through illustrated word walls, activities, and contests.

Math Instructional Strategies	
Shift I: Focus	TDS math facilitator will work with math coach and teachers to focus on Common Core Learning Standards in all lesson planning. Planning conferences for TDS math facilitator or coach and teacher will include building practice rubrics for task selection.
Shift II: Coherence	TDS math facilitator, math coach, administrators, and representatives from each math course meet periodically as a vertical team to align the overall curriculum with CCLS, avoiding gaps or overlaps.
Shift III: Fluency	Teachers provide opportunities for students to master core functions that contribute to speed and accuracy. TDS facilitator and math coach will support teachers in differentiation strategies and extra supports for students who are identified as having weak core skills. TDS facilitator and coach will model classroom discourse supports.

Shift IV: Deep Understanding	TDS facilitator, math coach, and teachers work together to design formative assessments that go beyond the correct answers by requiring students to explain their thinking. Students are provided small learning team experiences in which they can discuss processes and insights related to math concepts. TDS facilitator, math coach and teachers design rigorous tasks and appropriate rubrics during planning sessions which support a deep understanding of the standards.
Shift V: Application	TDS facilitator, math coach, and teachers will design lessons that require students to provide evidence of their ability to choose appropriate concepts and processes for problem-solving on their own rather than being directed by the teacher. Scaffolding and support will be provided as students work toward independence. This shift will be modeled and/or co-taught with TDS facilitator and/or math coach.
Shift VI: Dual Intensity	Students are presented with situations in which they can prove their ability to apply concepts independently and explain their thinking processes. TDS math facilitator and math coach support teachers in designing instruction to accommodate this shift.

English Learner Curriculum

INPS provides targeted support for newcomer students and other English Learners through its International Schools model, which HHS will implement in the form of an academy. The curriculum includes:

- I-SHARE, Internationals' online curriculum sharing website with over 850 Common Core aligned curriculum units in all content areas, and resources to support educators in developing their practice. There are also resources, articles, formative assessment rubrics, guidance and college readiness resources posted by teachers.
- Best practice videos that demonstrate effective implementation of Internationals' 5 Core Principles
- Internationals also has systems in place to capture critical knowledge that is generated across its portfolio of schools. The following tools provide schools with direct access to best practices and help to identify particular school components in need of support.
 - **LISTSERVs** – Online venues organized by academic discipline to facilitate teacher collaboration
 - **Network Curriculum Library** – Exemplary curricula and resources chosen for their effectiveness in improving student achievement. Available online through I-SHARE, at the Network office, and via email on request from the INPS office.

C. Professional Development (PD): Present a coherent framework for professional development, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

HHS will employ a three-tier model of job-embedded professional development (PD) in which facilitators and coaches work with school administration, the Instructional Leadership Team, and classroom teachers. Major partners to be engaged in this process include Talent Development Secondary (TDS), which 1) coordinates the PD program through its School Transformation Facilitator and 2) deploys an academic PD component that revolves around its acceleration curriculum; and Pearson Professional Development Services, which addresses whole-school implementation of CCLS-aligned curriculum. In the classroom, embedded PD takes the form of working with teachers by co-teaching and/or modeling lessons. It is bolstered by structured sharing and team planning among teachers, made possible by the new Professional Learning Communities. Additional site-based professional development days (10/year) would further enhance the overall picture of professional development at HHS, the goal of which is to improve student academic performance via improved teaching, which can be accomplished by utilizing best practices, employing data-driven instructional decision-making, and building capacity through teacher collaboration.

Three Tiers of Professional Development

- **Transformation training for principals**
 - To support the transformation, the principal and assistant principals will attend the **Summer Institute at Harvard Graduate School of Education** annually during the three-year implementation. The Summer Institute provides training for building-level administrators in redesigning high schools and improving instruction while ensuring internal and external accountability.
 - Additional support to the principal will be provided through the **REACH School Leader Coaching Program (SLCP)**, which helps bridge the gap between credential leadership programs and the real world experiences of being a school leader. It acknowledges and addresses issues of competing priorities, lack of confidence around making the correct decisions, and navigating the political landscape while honoring the sense of urgency a school may need to be at the forefront of actions. REACH coaches share their experiences and proven methods for successfully addressing matters of a school community that impact improvement and success. Coaching begins in July and ends in June of the following year. During the 12-month program, The REACH school leader coach will spend at least one full day per week, 3 times a month, coaching the school leader. REACH offers optional regional workshops 3 times a year so that participating school leaders have the opportunity to develop professional relationships with colleagues with similar challenges. The programs are designed to address the specific needs of participating school leaders.
 - As a part of the International Academy, INPS includes **direct academy leadership engagement**, in which Internationals coaches and/or mentors work with the academy leader, providing ongoing support to the development of the Internationals Approach within the International Academy.
 - **Pearson Professional Services “Change of Practice” Leadership Network Institute** – Delivered in the form of half-day sessions each month for the duration of the school year, this series for school leaders aligns with the ELA and math training and

support, and includes topics such as: Leading Change, Leading for Teaching and Learning, Using Data, and Engaging Families and Communities.

- **Transformation training for administrators, coaches**
 - **Instructional Leadership Team** - The Instructional Leadership Team includes the principal and assistant principals, school instructional leaders, and partner leaders. It meets monthly to strategize and ensure the sustainability of transformation efforts. The Instructional Leadership Team takes part in **embedded professional development** designed to develop their leadership skills and their ability to support teachers, with assistance from TDS facilitators, the Pearson Change of Practice program, and International Academy coaches. A major focus is the alignment of student data to PD opportunities.
 - **Data Team with REACH** - HHS will also engage the assistance of REACH as a partner to facilitate the use of instructional data to support the alignment of curriculum and instruction through its School-wide Effective Practices for Using Data Program™ (SEPUDP) program. This will be provided through embedded professional development. It will help instructional staff build capacity to monitor the school's progress around assessments and other established benchmarks for student achievement.
 - TDS math and literacy facilitators train and support the **school-based math and literacy coaches** around the acceleration curriculum. The coaches learn strategies that can be effectively employed to support the instructional team, creating an operating structure that is sustainable beyond the 3-year school transformation period.
- **Professional development framework for the instructional team**
 - **Professional Learning Communities (PLC's)** – With the new block schedule, teachers will have one block class per week dedicated to PLC's. There will be content-specific PLC's, and interdisciplinary PLC's within each Small Learning Community. With support from TDS facilitators and school-based math and literacy coaches, the teachers engage in common planning and professional development during PLC meetings. They also implement the TDS Early Warning Indicator (EWI) system, in which teacher teams identify and address individual student needs.
 - TDS professional development is built into the implementation of the TD curriculum and instructional strategies described in the previous section. **Full-time ELA and math instructional facilitators** from TDS work with administrators, ELA and Math coaches, faculty, and support staff to interlace the supports that TD provides with the curricular goals of the Hempstead School District and NYSED. Embedded professional development around the acceleration curriculum in English Language Arts and Mathematics builds capacity in teachers' ability to implement the CCLS shifts. NYSED tools are used in planning, implementing, and monitoring CCLS-aligned instruction (e.g., New York CCSS Instructional Practice Guides). Subject-area common planning meetings are held around Common Core-aligned lessons and integration into existing curricula, and grade-level planning meetings are used to create integrated, cross-curricular Common Core lessons to enhance student learning.

- **Pearson “Change of Practice” Professional Development** – HHS has also engaged Pearson Professional Development to offer their research-based series of “Change of Practice” institutes in the areas of English Language Arts, Mathematics, and Leadership. While TDS focuses on the acceleration program, Pearson’s Change of Practice professional development program works with all teachers to support Common Core, NY Standards-based lessons. There are summer and school-year components. Change of Practice institutes are designed to give educators the flexibility to prioritize and target areas of need, and allow them to incorporate professional development flexibly into daily instructional and leadership practice. Because change of practice occurs only with practice, the approach is to nest professional development within the greater context of long-term, systemic solutions. That is, training is accompanied by job-embedded supports that verify fidelity of implementation and entail committed involvement by participating educators.
 - **Summer Institutes** – For Phase I of the Pearson “Change of Practice” professional development, HHS will offer a 6-day summer training for teachers in the areas of English Language Arts and Mathematics, to include foci on college and career-readiness in writing and reading, increasing rigor in English Language Arts, math practices in the Common Core, and algebra (see below for the course descriptions).
 - **Math & Literacy Institutes** – Phase 2 of the Pearson “Change of Practice” professional development takes place during the school year. Math teachers and the math coach participate in the Math Institute, and English Language Arts teachers and the ELA coach take part in the Literacy Institute. Each institute offers a flexible implementation tailored to the school’s needs by using a 4-part process of 1) Conducting needs assessments and designing an implementation plan for a COP institute, 2) Delivering modular PD in accordance with the collaboratively developed schedule; 3) Implementing and refining the PD through on-the-job practice, reflection, and feedback and progress monitoring (via embedded support from trained and certified Pearson Education Specialists); and 4) reporting-out to stakeholders of measured outcomes.
- **International Academy** - Internationals will provide International Academy teachers with coaching to align curriculum to the Common Core, leverage best practices in teaching ELLs, and differentiate for a heterogeneous classroom. The Instructional Coach will facilitate workshops and provide on-site coaching and curriculum development support to teachers one day per week for the first three years. In addition, teachers will have access to ISHARE, Internationals’ online community. Through ISHARE, teachers and leaders can access curriculum units and professional development resources, as well as communicate with faculty from the International High Schools for the duration of the partnership.
- **Embedded professional development** – Embedded professional development takes place during the regular school day, and includes but is not limited to classroom co-teaching and modeling, coaching, and support during Professional Learning

Community meetings. Provision of embedded professional development by expert school-based content coaches is supported by TDS Instructional Facilitators in Mathematics and Literacy, and Pearson Professional Development Services' job-embedded component.

- **Site-based teacher training (10 days/year)** – Site-based teacher training days, held on a monthly basis, would enhance the professional development program. These trainings would be consistent with research-based strategies proven to improve student learning. Foci would include differentiation of instruction; using formative, interim, and summative assessments to guide individualized instruction; response to intervention; developing rigor, relevance, and relationships; teaching in the block period; and developing a protocol for analyzing student work.
- **Faculty and departmental meetings** will focus not only on operational topics but on instructional and school priorities, including identifying students who are at risk and creating an intervention pyramid to respond to those students in a timely manner.
- **New teacher training** - Teachers newly hired/assigned to the school will be paired with either a master teacher or chairperson who will communicate instructional priorities and school-wide initiatives. They will participate in monthly mini-workshops to support their transition into the teaching profession, in addition to participating in regularly-scheduled teacher professional development and PLC meetings.
- **Vertical training** that pairs high school and middle school teachers working together to articulate and address the standards is a long term goal under consideration by the school.

Additional Information on Partners

HHS partners, including Pearson Professional Development Services, TDS, and INPS, support the school's transformation with research-based strategies and supports. All of these solutions are geared toward creating long-term change that is sustainable beyond the three-year implementation period. Here is more information about the selected partners and the programs they offer:

Pearson Professional Development "Change of Practice" Institutes (COP)

Pearson "Change of Practice" professional development is geared toward all teachers' implementation of standards-aligned curriculum. Each COP institute starts with a 1 day needs assessment tailored to developing a Data Driven Culture. Data is collected from multiple data points, including classroom observations, focus groups, and teacher and administrator surveys, and each needs assessment is built flexibly to incorporate existing district or school level tools. Following the needs assessment process, the Pearson team collaborates with the school team to design a flexible training schedule in which participants receive targeted professional learning modules designed to impact the knowledge and skills that are the subject of the Data Driven Culture Institute. The job-embedded coaching can take various forms, including one-on-one coaching, classroom modeling, small group lesson study, teacher or leader network facilitation, co-teaching, co-planning, guided practice (such as walk-throughs), and classroom

observation and feedback. The combination of short, targeted training modules (that can be offered during planning periods, team meetings etc.) and job-embedded coaching and differentiated consultative supports (informed by the initial needs assessment) provides schools with highly comprehensive support that does not require time away from the regular daily tasks of teaching and leading. Progress monitoring is embedded within onsite service days over multiple visits and culminates in a final report to stakeholders to debrief implementation, measure the achievement of institute objectives, and define next steps.

PHASE 1 SUMMER CHANGE OF PRACTICE INSTITUTES: English Language Arts

Topic	Description	Duration/ Format	Audience
Increasing Rigor in the CCLS Classroom: English Language Arts	Explore the concept of rigor in the Common Core State Standards (CCSS) for English Language Arts (ELA) classroom using measures of cognitive and task complexity. Participants look at how measures of complexity and rigor (such as Webb's Depth of Knowledge, Bloom's Taxonomy, and cognitive demand) help develop tasks of increased rigor.	One day; face to face	ELA teachers Grades 9-12
College and Career Readiness: Reading for Secondary Students	Students must be able to read a wide range of text at a deep level. During this workshop, participants examine the reading skills students need to be college and career ready. They review skills and strategies, such as close reading and vocabulary development, which enhance students' capacity for reading and comprehending complex text. Participants explore ways to integrate technology and help students identify key ideas and details, analyze text structure, and evaluate arguments presented in diverse formats. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core ELA Observation Framework and Coaching Tools Resource Flipbook.	One day; face to face	ELA teachers Grades 9-12
College and Career Readiness: Writing for Secondary Students	Students must learn to assert and defend claims in their writing. During this workshop, participants examine the writing skills students need to be college and career ready. They review how to take task, purpose, and audience into consideration when writing and address process, word choice, structure, and technology integration. Participants explore ways to prepare students to write high-quality first drafts and revisit their work as needed for improvements. Strategies and guiding questions for instruction referenced during this workshop are provided from the Common Core ELA Observation Framework and Coaching Tools Resource Flipbook.	One day; face to face	Math teachers Grades 9-12

PHASE 1 SUMMER CHANGE OF PRACTICE INSTITUTES: Mathematics

Topic	Description	Duration/Format	Audience
Focusing on the Mathematical Practices with the Common Core	Explore the concept of rigor in the Common Core State Standards for Mathematics (CCSSM) classroom using measures of cognitive and task complexity. Participants look at measures of complexity and rigor (such as Webb's Depth of Knowledge, Bloom's Taxonomy, and cognitive demand to develop tasks of increased rigor).	One day; face to face	Math teachers Grades 9-12
Rethinking Algebra: Focus on the Content and the Mathematical Practices of the Common Core	Examine key algebraic concepts from a mathematical point of view. Participants address the content demand necessary to provide students with the opportunity to demonstrate the eight Mathematical Practices of the Common Core State Standards for Mathematics (CCSSM) in algebra. With a focus on differentiated and active engagement strategies, participants learn how they can successfully pave the way for increased student achievement in algebra by translating the following pedagogical content knowledge into classroom practice: <ul style="list-style-type: none"> • Essential Understandings of Algebra • Algebra and the Standards for Mathematical Practice 	Two days; face to face	Math teachers Grades 9-12

PHASE 2A CHANGE OF PRACTICE INSTITUTES: Leadership

Topic	Description	Duration/Format	Audience
Leadership Networks	The Leadership Networks provides high-quality, research-based training for school leaders that align with the ELA and Math training and support. Participants will gain insight and strategies for developing a 21st century learning culture. Topics include: Leading Change, Leading for Teaching and Learning, Using Data, and Engaging Families and Communities.	Monthly half day sessions (4 days) September 2015 through June 2016	Building administrators and Leadership Team members as appropriate.

PHASE 2A CHANGE OF PRACTICE INSTITUTES: Math, Literacy

Topic	Description	Duration/Format	Audience
Math Institute	The Math Institute gives teachers a clear picture of the key math concepts all students need to master at each grade level. Teachers learn to first address the underlying mathematics concepts. They then use this foundation to build students' skills and problem-solving abilities. Teachers learn to create classrooms of self-directed independent learners, build students' content knowledge, model mathematical concepts, and improve mathematical discourse by using techniques and strategies that encourage the construction of arguments and justification of reasoning.	15 days, incl. <ul style="list-style-type: none"> • Needs Analysis • Modular Professional Learning* • Embedded Support *Face to face format, max 30 participants	Grade 9-12 math teachers, coaches

Literacy Institute	The Literacy Institute provides an integrated overview for literacy/English language arts (ELA) teachers. Participants explore backwards design and learn ways to support the instructional shifts required by the new expectations for college and career readiness. Teachers engage students in tasks to develop academic language, instill classroom routines that promote literacy proficiency and independent, self-directed learning, collect data and analyze student thinking to inform and plan instruction, and learn to make content more accessible to all learners by applying the principles of Universal Design for Learning (UDL).	15 days, incl. <ul style="list-style-type: none"> • Needs Analysis • Modular Professional Learning* • Embedded Support *Face to face format, max 30 participants	Grade 9-12 literacy/ELA teachers, coaches
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Talent Development Secondary Professional Development

TDS is organized into regional teams of facilitators, employed by Johns Hopkins, who visit schools throughout the year, as scheduled by each school or district. These facilitators assist ELA and Math coaches, teachers, and administrators with the details of TDS and help them meet school challenges.

A comprehensive professional development system anchors the model's turnaround strategies. With dropout prevention and intervention at the core of TDS, the professional development initiatives include ongoing assistance designed to facilitate implementation of the TDS model for administrators, teachers, and other school support staff, including the School Transformation Facilitator, instructional coaches, and facilitators working to efficiently sustain the model. School-based administrators benefit from professional development activities designed to enhance data-driven decisions, while teacher teams participate in activities intended to structure and strengthen Professional Learning Communities.

TDS professional development in the areas of ELA and Math centers on the acceleration curriculum, with a strong focus on supporting 9th grade teachers who are implementing it. Teachers continuously benefit from layers of support targeting curriculum, instruction, and assessment while engaging in reflective practices guided by a TDS instructional coach. The TDS model encourages a student-focused classroom featuring a minimum of teacher talk and a maximum of highly engaging student-centered activities. The classroom is text-rich, a learning environment full of resources, colors, and textures, with materials organized in an orderly manner. The teacher acts as coach and facilitator while students take responsibility for their own and their team's progress.

In addition to cultural diversity, instructional activities differentiate instruction for students with various learning styles and skill levels. TDS provides teachers with training and resources that allow them to assess these factors, and units and lessons that employ visual, text-based, kinesthetic, and auditory activities at the individual, small group, and class levels. The TDS blend of PD concerning whole-class instruction, cooperative learning in student teams, and individual practice provides teachers with the tools needed to motivate students to learn while enabling them to build both cognitive and social skills. There is a detailed description of TDS instructional strategies that address the CCLS Shifts in the Curriculum section of this document.

Other types of professional development are directed toward an integrated, data-guided, system of student support to provide safety nets and recovery options for student who are “off track” to graduation. Because supportive school environments are vital to a positive climate among students and teachers, school-wide professional development equips staff with the tools needed to maximize student motivation, and to positively influence student perception of the learning environment as part of a “can-do” culture.

TDS facilitators spend a significant amount of time training both teachers and instructional coaches on strategies and activities that can be used in various courses and content areas. These instructional facilitators work with coaches and teachers to analyze current curriculum, align classroom instruction, and refine pedagogical practices. Teams’ use of formative data generated in EWI meetings is supported by the coaches and TDS facilitators working with the teams at meetings and through the coaching cycle, thus reinforcing the creation of classrooms that are responsive to student needs.

International Academy Professional Development

Below are the major professional development strategies employed by INPS to support the International Academy.

- **Instructional coaches**, most of whom have been teachers in an International High School, play a key role in supporting new academies. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time. Time will be scheduled each week for teachers to collaborate on curriculum development, student interventions, and data analysis. In consultation with the assistant principal, the coach works closely with a small number of teachers to support them in improving their practice. The goal of coaching is to build on the strengths of the faculty in the school so they can continue to carry over the learning from the consultancy after the coach is gone.
- **Assessment and data support** - INPS provides expertise to teacher teams and schools to leverage data generated from student work, classroom and interim assessments, portfolios, and state-administered exams to inform instruction. Internationals assists teachers and schools to target identified weaknesses, with a primary focus on supporting schools, faculty, and students in reaching targets and goals. INPS works with academy leaders to develop the capacity of their teacher teams to perform case management. Schools are provided with supports such as sample professional development activities to lead teachers to use student data to inform curriculum and instruction and protocols to evaluate struggling students’ work. The team strategizes to implement necessary interventions and remediation and keeps track of progress.
- **Offsite professional development for teachers** - Teachers will have opportunities to visit other International academies and schools, as well as participate in two network-wide Professional Development Institutes that focuses on strategies and resources for the implementation of the Internationals model.
- **Key characteristics of the Internationals PD Strategy:**

- Teachers are supported in regularly examining data, student work, and formal/informal assessment results to continually fine tune instruction
- Teachers set individual, team, and school-wide goals for continuous professional growth
- Teachers receive timely, specific, and actionable feedback aligned with the academy's core values and instructional principles
- Teachers receive multiple types of support from peers, coaches, and administrators
- Team structure and shared responsibility for school governance structure create varied and built-in opportunities for leadership development
- Internationals' principle of "One Learning Model for All" means that adult learning mirrors student learning and is collaborative and differentiated
- Peer support provides growth opportunities for staff of all levels of experience
- Staff participates in INPS activities including professional development conferences, school inter-visitations, principal/AP meetings, online curriculum sharing community
- School community participate in regular opportunities to reflect on and improve school operations and school design based on data

D. Use of Time: Describe the daily proposed calendar and schedule and articulate how this use of time will provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Discuss how restructuring the school calendar will increase learning time and extend the school day or year. Describe a logical and meaningful set of strategies for the use of instructional time that leads to pedagogically sound restructuring of the daily/weekly/monthly schedule to increase learning time and/or extend the school day or year. Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Submit a sample daily schedule for one grade in each level at which the school will operate.

Block Schedule

HHS will implement a block schedule starting in the fall of 2015. The current class schedule consists of 45- 48 minute periods. These will increase to approximately 75-80-minute blocks. The block schedule allows students to recoup minutes normally spent traveling from one class to the next, increasing instructional time in core classes while reducing movement in the building. Less movement in the building also helps decrease disciplinary issues that can arise during multiple class changes and dense student traffic.

The new schedule allows for the double period of English Language Arts and Mathematics utilized in the TDS model for students scoring at levels 1 and 2 as measured by state standard assessments. Academic acceleration in that framework occurs in large part due to the innovative instructional practices teachers can implement in the longer class periods. Teachers have time to model skills for students, engage students through cooperative learning activities, offer authentic assessments through project-based learning, and create individual learning

centers that allow students to focus on the specific skills and content they need to succeed in a course. To support this change, teachers will take part in professional development around teaching in the block. The schedule will allow for instructional units to be taught in depth” and not just a focus on breadth of the curriculum, thus aligning to the common learning standards.

The block schedule will also allow for a 15-20 minute student **Advisory/ homeroom** period. HHS aims for Advisory to take place a minimum of three times each week. The Advisory period will be used to help students develop study skills and chart a course to college and careers. It will also be used for character education initiatives, team-building opportunities, and establishing a strong connection between teachers and students. It will be a venue for teachers to identify student needs and appropriate services to support those needs using the EWI System. The focus of the International Academy’s first year Advisory is acculturation, emphasizing students’ transition to the U.S., the Hempstead community, and the larger high school campus. This includes socio-emotional supports and delivery of services as needed.

An added benefit of the block schedule is that students can cover the academic content and complete classes in a semester. For example, a traditional year-long class can be completed in one semester allowing additional courses to be completed during the year or repeat courses embedded into the school day for credit recovery. This makes it possible to offer the same classes more than once during the school year as needed, so that students who fail a class can take it again, completing it that year instead of waiting until summer or the following year to complete it and allow students to make progress towards meeting graduation requirements .

Any schedules that are selected will be in alignment with an agreement with the collective bargaining unit.

Sample Bell Schedules 2015-2016

EARLY SCHEDULE

PERIOD	BEGINNING	END	Length
1	8:00 A.M.	9:20 A.M.	80 min
2	9:23 A.M.	10:43 A.M.	80 min
3	10:43 A.M.	11:23 A.M.	40 min
Lunch A			
4	10:46 A.M.	12:06 P.M.	80 min
5	11:26 A.M.	12:46 P.M.	80 min
6	12:06 P.M.	12:46 P.M.	40 min
Lunch B			
7	12:49 P.M.	2:09 P.M.	80 min
Common Planning/PD	2:09 P.M.	3:00 P.M.	51 min

LATE SCHEDULE

PERIOD	BEGINNING	END	Length
1	9:23 A.M.	10:43 A.M.	80 min
2	10:46 A.M.	12:06 P.M.	80 min
3	12:09 P.M.	1:29 P.M.	80 min
4	1:29 P.M.	2:09 P.M.	40 min
Lunch			
5	2:12 P.M.	3:32 P.M.	80 min
Common Planning/PD	3:32 P.M.	4:23 P.M.	51 min

Sample Daily Schedules by Grade

Freshman Academy	
Semester 1	Semester 2
English 9	CC Algebra/CC Geometry (embedded AIS) or Elective (Advanced)
Advisory	Advisory
Earth Science or Living Environment	Spanish
Lunch	Lunch
Lab (A Day)/ P.E. (B Day)	Freshman Experience (A Day)/ P.E. (B Day)
CC Algebra or CC Geometry (Advanced)	U.S. History

Grade 10 Standard Track	
Semester 1	Semester 2
Geometry	Physical Education
Advisory	Advisory
Global 10	Elective
Lunch	Lunch
Chemistry/Earth Science/General Chemistry	English 10
Lab (A Day)/ P.E. (B Day)	SLC Seminar

Grade 11 Standard Track	
Semester 1	Semester 2
English 11	SLC Course/Elective
Advisory	Advisory
11 th Grade Science	SLC Course/Elective
Algebra II	Trigonometry
Lunch	Lunch
U.S. History	SLC Course/ Elective

Grade 12 Standard	
Semester 1	Semester 2
English 12	Eco/ PIG
Advisory	Advisory
SLC Course Elective	SLC Course Elective
SLC Course Elective	SLC Course Elective
Lunch	Lunch
SLC Course Elective	SLC Course Elective

School Year Calendar

Please see Appendix A for the school year calendar.

Common Planning Time

The new schedule also allows for common planning time for teacher teams, called Professional Learning Communities (PLC's), which help to build the collective capacity of the school's staff. Common planning time is a fixed time during the professional day to engage in collective data analysis and decision-making, professional learning, and planning and preparation of student activities. It will be built into the teacher teams' schedules. The teams meet multiple times per week, and each meeting has a specific focus, such as:

- Identifying students in need of individualized instructional time and devising individualized instructional plans of actions for such students.
- Analyzing student data such as Early Warning Indicators and achievement data
- Developing individual student intervention plans based on student data
- Planning for team-wide incentives, celebrations, or interventions to promote a positive school and team culture and identity
- Utilizing Data Driven Instructional (DDI) practices to examine, discuss, and analyze student work
- Sharing best practices, and engaging in other interdisciplinary professional development activities

TDS helps schools implement common planning time within teacher team schedules, and provides technical assistance and capacity-building activities that help teachers do focused work targeting improved student outcomes.

Professional development from Pearson COP Institutes will also be embedded in the common planning time provided for by the PLC's.

At the International Academy, the PLC's will allow for meetings of **interdisciplinary and discipline-based teams**. Each has a team leader who sets the agenda and facilitates weekly meetings. The interdisciplinary team develops projects that address academic themes from multiple content perspectives, discusses student progress through analysis of work and behavior, fine-tunes the design and use of DYO formative assessments in literacy and numeracy, shares ideas and curricula to mutually support one another's pedagogical growth, holds constructive critical dialogues about one another's instructional effectiveness after organized lesson studies, and plans Advisory curriculum based on the affective needs of their students. Teachers of the same content area will gather once a week during PLC's to engage in inquiry work focused on instructional and language development strategies to use in their non-ELA courses that will also prepare students for success on the ELA Regents exam, and create performance-based benchmarks and portfolio rubrics used to assess the growth of individual students in their specific content class.

Summer Bridge Program for Incoming 9th Graders - HHS will extend the school year for incoming 9th graders, who will take part in a three-week summer bridge transition program. This adds 20 days of instruction to the school year for 9th graders. The program is designed to increase readiness for high school. Course offerings include Pre-English 9; Real-world Mathematics; Organization and Study Skills for High School; Financial Mathematics; Advisory; and Dance.

Extended Learning Time - HHS will also implement an extended day with its new **Tiger Academy**, a program that adds 4 hours daily, Monday through Friday, from 3:15 p.m. to 7:15 p.m., for a total of 20 hours per week. It operates as a continuation of the regular school day, with the same policies and procedures. Tiger Academy will also offer college entrance exam

test support for juniors and seniors. Subject areas are led by full-time HHS faculty members. The offerings are as follows:

- **Tiger Academy weekdays include:**
 - **After-school Credit Accrual program** for students who need to accrue credits required for graduation.
 - **After-school tutoring programs** - Students may take part in tutoring assistance to support their academic needs, including remediation and Regents preparation.
 - **Enrichment programs** - The extended day also allows for enrichment classes. Some classes offered will be Princeton Review SAT/ACT preparation classes, Smart Scholars college readiness classes through Farmingdale State College, JROTC, sports, and enrichment classes.
- **Tiger Academy Saturdays** include programs like Princeton Review to help juniors and seniors on college entrance exams such as the ACT, PSAT, and SAT, in addition to Regents exams test preparation. It will also continue to support students with limited English build their English reading comprehension, speaking, and writing skills.
- **0 Period** – HHS will also implement a before-school, 0-period class to accommodate additional elective and enrichment courses, such as Advanced Placement classes.

Additional Extended Learning Time Options - Guidance counselors will collaborate with students and their parents to present all of the options available after reviewing each interested student's transcript. Students may elect to enroll in such extended day programs:

- **Twilight Academic Program at the BOCES Career and Technical Center**— Students may take part in this academic program for Regents-bound students.
- **Tech Plus Program at the BOCES Career and Technical Center**—Students may take part in the technology career track programs and/or credit recovery programs offered.
- **Summer School** is an additional credit recovery option.
- HHS is also adding an early morning, **0-period class** that takes place before the start of school. The added flexibility of a 0-period class would allow for additional enrichment, Advanced Placement, and college courses.
- **JROTC program** – HHS is bringing back its JROTC program. The program builds character while offering students interested in military service an additional pathway into careers, the workforce, and college. Components of JROTC will be delivered both after and during school.

E. Assessment: Describe the school's approach to assessment. Explain how the school will evaluate progress of individual students, cohorts over time and the school as a whole toward meeting the requirements under New York State's accountability system. Describe the school policies and criteria for promoting students to the next level and for graduation from the school. Discuss how the school will use assessment information to identify students not performing at grade level, and to modify the educational program for improved instruction, student learning, and staff development.

The school will use multiple tools to evaluate student progress and programs. The goals and intended purpose of accountability and instructionally actionable information cannot be met by a single assessment. According to current research, an integrated assessment system is essential for high school assessment and should incorporate both summative and formative components. HHS will adopt this approach.

Data-Driven Decision-Making

The use of data to drive decision-making is an ongoing focus at HHS, both during and beyond the three-year transformation period. This includes instructional decision-making in the classroom, assessment and provision of support services for individual students, as well as school initiatives designed to create a climate conducive to student success.

HHS will utilize a comprehensive approach to assessment for all of the following purposes:

1. To inform teaching and learning
2. To determine school effectiveness
3. To determine teacher and principal effectiveness
4. To determine student readiness for college and careers
5. To determine if a student is on track for college and career readiness
6. To measure student growth or change in achievement
7. To determine high school graduation
8. To determine college course placements
9. To inform college admissions

Functional Cycle of Data-Driven Instruction

The functional cycle of data-driven instruction is as follows:

- Formative and summative assessments are conducted at the beginning and end of each instructional unit, during the first and second semester.
- Benchmark or interim assessments are conducted quarterly in the core content areas.
- Teachers meet monthly in content-specific PLC's to review and analyze instructional data from formative, benchmark, and summative assessments in addition to student work. Instructional delivery is modified as needed based on the findings. This takes place in classrooms or other spaces as assigned.
- Teachers meet with administrators quarterly, following the benchmark assessments, to review concerns about student progress and develop intervention plans as needed.
- Teachers meet weekly in interdisciplinary academy-based PLC teams during which data review and planning are conducted.

Early Warning Indicator System

A portion of PLC meeting time is devoted to an Early Warning Indicator meeting to examine student data in the areas of attendance, behavior, and course performance. The school will use TD Access Tracker as a data management system to capture student data in real time so that staff can identify individual students in need of academic, behavioral, or socio-economic

supports, as well as broader trends that inform instructional strategies and decision-making. The STF/SIM will play a key role in assisting and training school staff in the use of student data to drive instruction. In addition, Math and ELA facilitators will monitor student achievement data in these two key areas and will assist teachers of these subjects to adjust instructional practice as warranted, both individually and in the context of content-area teams. Content area teachers (math, ELA, science, and US history) will meet across grade levels to ensure coherence of instruction both within a grade level and in the articulation of skills taught in 7th and 9th grade. Finally, TDS instructional Facilitators in Math and ELA will each provide two days per month of technical assistance in the form of PD, coaching, and facilitation in their respective content areas.

REACH School-wide Effective Practices for Using Data Program (SEPUDP)

HHS has engaged REACH SEPUDP as an additional resource to assist the school community in making use of data sources to align to overall goals the school has established. The program will ensure that there are systems established with explicit protocols for how to analyze and use data. HHS teachers will receive PD aligned to the use of the REACH data protocols during monthly PLC meetings, during which the REACH SEPUDP Facilitator meets with staff members to review the ways in which teachers collect and track data against the school's mission. The facilitator works directly with teacher teams to develop their knowledge of the ways in which data should be used in the school. He or she also initiates a system of school-wide data collection to enable HHS to better understand school-wide progress indicators. This program has 20 face-to-face sessions. The facilitator meets with the teacher team 10 times, across 10 months, throughout the school year. The remaining 10 visits are dedicated to providing coaching to individual teachers participating in the teams. The individual sessions will focus on providing job-embedded coaching to the teachers aligned to the use of data to inform instructional practices before, during, and after classroom instruction. This program will blend a model that incorporates off-site supports, including the creation of data charts and graphs for the school leader and community to use to discuss if the school is on track to achieve established goals, or if adjustments of practices are needed. Reflection sessions between the REACH consultant and the school leader take place quarterly.

Goals and Objectives

HHS has established the following goals and objectives, both academic and climate-based, that will serve as benchmarks for ongoing evaluations of school progress:

ELA Goal: To achieve proficiency in all subgroups on the ELA Common Core Regents Exam.

- **Objective:** To increase the percentage of students scoring proficient or above on each ELA benchmark assessment throughout the school year.
- **Objective:** To increase the percentage of students scoring proficient or advanced on the ELA Common Core Regents Exam to 80% by 2018 and 90% by 2020 in all subgroups.

Math Goal: To achieve proficiency in all subgroups on Regents math assessments.

- **Objective:** To increase the percentage of students scoring proficient or above on each Math benchmark assessment throughout the school year.
- **Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 1 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.
- **Objective:** To increase the percentage of students scoring proficient or advanced on the Geometry Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.
- **Objective:** To increase the percentage of students scoring proficient or advanced on the Algebra 2 Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.
- **Objective:** To increase the percentage of students scoring proficient or advanced on the Summative Regents exam to 80% by 2018 and 90% by 2020 in all subgroups.

Graduation Goal: 100% of HHS students will graduate in 4 years with a Regents or Advanced diploma.

- **Objective:** To increase the overall graduation rate to 70% by 2018 and 85% by 2020.
- **Objective:** To increase the percentage of students receiving a Regents or Advanced Regents diploma to 16% by 2008 and 25% by 2020.
- **Objective:** To increase the number of students graduating within 4 years each year.

Professional Development Goal: To build the capacity of HHS instructional staff to deliver all students a challenging, rigorous curriculum aligned to Common Core and State standards that utilizes the CCLS shifts.

- **Objective:** To increase the percentage of teachers employing standards-aligned lessons that utilize CCLS shifts, as measured on administrator observation forms during regularly scheduled walk-throughs.
- **Objective:** Teachers will develop and utilize formative and summative assessments to monitor student academic progress around the CCLS and NYS content standards.

Staff Climate Goal: To increase staff satisfaction and involvement.

- **Objective:** To increase the teacher retention rate annually.
- **Objective:** To increase the number of incidences of teacher leadership—such as teachers taking on leadership roles, serving as mentor teachers, and participating on committees—each year, as measured by participation data collected by the school.

School Climate Goal: To create a climate of high expectations that is safe, positive, and conducive to learning.

- **Objective:** To increase student attendance to 95% by 2008.
- **Objective:** To decrease the out-of-school suspensions to 5% by 2008 and 3% by 2020.
- **Objective:** To reduce the drop-out rate by 6% in 2016 and 3% annually after that.

- **Objective:** To increase the percentage of high school graduates accepted into two or four year colleges by 15% annually.

Community Climate Goal: To extend the school community outside HHS walls by rallying stakeholders and partners around the success of the school redesign and students.

- **Objective:** To increase the number and rate of organizations and groups partnering with theme-based academies annually as measured by participation records.
- **Objective:** To increase the rate of involvement of parents in school activities and workshops as measured by Parent/Community Liaison participation records.
- **Objective:** To increase the number and frequency of representation by diverse stakeholder groups including parents, community members, students, and staff on school-based decision-making committees as measured by participation records.

Requirements for Graduation and Promotion

The requirements for graduation are aligned to the NYSED Reg. 100. Students will complete no less than 22 credits and five required Regent exams with a score no less than 65. Students must complete a minimum of 6 credits annually to promote from one grade level to another.

F. School Climate and Discipline: Describe the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain the school's approach to supporting and enhancing the social and emotional health needs of its students. Explain how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge satisfaction with school climate.

A positive school climate where students attend classes regularly and feel safe and supported in their school environment is key to success in school and life. HHS currently has issues with discipline and attendance that need to be resolved in order to ensure the success of all students. In 2013-14, for example, the suspension rate was 14%, up from 6% the year before. Attendance dropped from 90% in 2011-12 to 80% in 2012-13. HHS is dedicated to reducing incidences of harassment and bullying. The following components of the plan for school improvement aim at improving the overall climate at HHS, thereby impacting attendance, disciplinary incidents, and suspensions for all subgroups of the student population.

Small Learning Communities

The Small Learning Communities structure, in which each student belongs to a smaller community led by a team of teachers within the larger high school, helps to keep students from falling through the cracks. It encourages a close-knit community of students, teachers, and families. Research and experience have shown that the quality of student-teacher interactions and the quality of instruction are critical to the levels of student motivation, effort, and engagement required for sustained academic progress.

At the International Academy, students will develop a sense of pride in their own backgrounds and the diverse experiences of others through classroom projects, school-wide initiatives, Advisory-based lessons, and culture/language clubs. Students will be continually encouraged to celebrate their cultural and linguistic individuality while embracing their new home in the United States. Many of the students in the International Academy have faced recent trauma, separation from family members, and reunification with others. The Academy will develop strategic partnerships with community based organizations in order to provide family reunification workshops, adult English language courses, access to mental health and legal services. Positioning the academy as the community's bridge to such services will strengthen the relationship between the families of ELLs and HHS.

Summer Bridge for 9th Graders

The summer bridge transition program for incoming 9th graders is designed to increase readiness for high school via math, ELA, advisory, and study skills curricula.

Early Warning Indicator System

The Early Warning Indicator (EWI) system from TDS is designed to identify students early who need support, and to provide the appropriate interventions as quickly as possible. School staff members who closely follow and use the EWI's of attendance, behavior, and core course failure quickly identify students who begin to exhibit warning signs. In addition, the system helps to identify the intensity of services needed, and to monitor impact.

Teams hold weekly EWI meetings in which teachers, school administrators, and support staff meet to analyze EWI data, assign and assess interventions, and determine the professional development needed to strengthen the success of student-teacher interactions and support high-quality instruction in every classroom. These meetings, as well as the EWI system, are facilitated by an on-site facilitator experienced in supporting school-based implementation of EWI and intervention systems. EWI meetings result in very specific supports to individual students along with follow-up from committed staff and partner organizations.

The TDS EWI system incorporates three distinct tiers of support:

- Tier 1 supports are provided for all students to help them raise their attendance rates, teach and reinforce expected behaviors, and ensure a high level of achievement;
- Tier 2 supports are interventions for students who need more than Tier 1 supports. These include group supports such as tutoring, anger management or after-school activities.
- Tier 3 are for students with academic issues, or challenges outside the school building requiring off-site one-on-one support such as services from a psychologist or social worker, or off-site clinical personnel.

Academic & College-Going Supports

- The **Ninth Grade Success Academy** supports students transitioning to high school while providing the academic and social foundation they need to succeed. Students begin to select their post-secondary pathway and prepare for college in *Freshman Seminar*, a

transition-to-high-school course that emphasizes the study skills, social skills, and career and post-secondary planning skills necessary to succeed in and beyond high school. They begin to explore their strengths and interests, using this information to research career fields and relevant post-secondary pathways. The double-dose courses in Strategic Reading and Transition to Advanced Mathematics during the first semester provide students with the extra help and support they need to succeed. Throughout the **sophomore and junior years**, students receive academic support that prepares them to be successful post-secondary students. Career electives challenge them to apply academic skills in workplace settings and develop skills that will benefit them after high school.

- The **Student Support Team (SST)** assists in the facilitation of a caring, structured, and nurturing environment in which each student's educational and physical needs are met. The SST is prepared to obtain needed resources or services for each student's particular needs as well as collaborate with parents, case managers, health care providers, and other service providers in the students' best interest.
- HHS also implements the **Safe & Civil Schools program**, which employs strategies to increase student respectfulness, responsibility, and motivation. As a Response to Intervention (RtI) model, Safe & Civil schools complements the TDS model and the EWI tiered system of supports.
- **Check-in/Check-out (CICO)** is another behavior intervention which requires students to check in with a faculty member in the morning and in the afternoon. Faculty members volunteer to become lead CICO Facilitators in the building, and are assigned a small group of students. Students receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. The facilitator receives updates from the student and his/her teachers and discusses daily performance with the student.
- **Social/Academic Instructional Groups (SAIG)** are led during lunches and extended periods by members of the Student Support Team (SST). Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions leading to generalization are most effective when youth are also supported by CICO.
- HHS uses positive behavior certificates called **Tiger Certificates** which are provided to all faculty members to give to students who perform good deeds, follow school rules, or at the discretion of the faculty member for a student who is acting as a good citizen or caring for the Hempstead community. The school will explore various incentives to encourage positive behavior for students who earn the certificates.
- **Say Yes** works with TDS and other partners to provide individualized supports for students. Services currently include a student monitoring system to ensure students are on track to thrive and successfully graduate high school, scholarships to attend vocational training and/or two and four year colleges, mentoring, tutoring and academic assistance, and after-school programming.
- HHS is bringing back its **JROTC program**, which builds character while offering students an additional pathway into careers, the workforce, and college.

Empowered Teachers, School Climate

The TDS model and teacher team organization empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. School climate celebrations and interventions include quarterly **Report Card Conferences** and monthly and quarterly **student recognition programs** and end-of-season team recognition programs. Teachers also work together during planning meetings to design, implement, and adjust academy-level policies regarding students' academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes.

A College-Going Culture

HHS aims to create a college-going culture where students set their sights on college early, then develop a plan, build the necessary skills, and access resources that will help them enter and succeed at college.

- **Advanced Placement (AP) courses** - HHS currently offers 7 AP courses, but intends to expand the number of AP courses to 10 or 11 over the next 3 years.
- **NYGEARUP** – As part of the transformation, HHS is implementing NYGEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) in conjunction with Nassau Community College, a federal initiative designed to increase the number of students who are prepared to enter and excel in postsecondary education. The goals of NYGEAR UP are to increase the academic performance and preparation for postsecondary education of participating students, with an emphasis on career readiness and college fit; increase the rate of high school graduation, with an emphasis on college and career readiness; increase participation in postsecondary education with an emphasis on college fit and alignment with high-demand fields and sectors of the economy; increase participation in postsecondary education without need for remedial coursework; increase the rate of college persistence and completion of participating students; and increase student and family knowledge of postsecondary education options, preparation, and financing.
- **SMART Scholars Early College High School** – A SMART Scholars program is in place at HHS. This is an early college high school program, delivered in partnership with Farmingdale State College, through which students take college classes and then graduate from high school with college credits. HHS will continue this program, working to make it more robust and better utilized by HHS students.
- **College Center** – HHS will establish a College Center with a computer lab and resources to aid students in their college search, as well as applications for financial aid and scholarships.
- **College counselor** - The College Center will be staffed with a college counselor who can assist students with all aspects of the college selection, application, and funding process.
- **College visits** – HHS will create more opportunities for students to visit colleges, including trips to historically black colleges and universities, NYS CUNY system, and other schools. The goal is to increase student interest and enrollment in postsecondary education.

Parent & Community Outreach

Community and parental involvement is another component that helps address challenges with non-academic barriers to learning. HHS makes a diligent effort to engage the school

community with timely notification of school services and programs. Literature is sent home in English and Spanish. Parents are invited to visit the school during Open House, Back to School Night, and parent-teacher conferences. In addition to the current outreach efforts, the school will recruit and hire a Parent Community Liaison to support HHS adding the following components to strengthen the school-to-home connection:

- Town Hall Meetings – Town Hall Meetings are good ways to engage parents on important topics, such as introducing the parents of 9th graders to the school, or to explain the transformation process. The format allows for question-and-answer sessions with school staff. This initiative will commence in August of 2015.
- A communications campaign about the school transformation process
- Bilingual annual progress reports to parents and community members, and/or a monthly newsletter from the principal
- Updated, active school website
- Parent Symposium – Organized by staff, this event invites parents to the school to take part in workshops and become active members of the school community.
- Parent Center – Many schools have a Parent Center staffed by parent volunteers and a bilingual parent/community liaison, where parents can go to obtain information and become involved in the school. HHS is planning to implement a Parent Center replete with classes designed to help parents support their children.

Discipline with Dignity

While a multi-pronged approach to improving the school climate is an excellent preventative strategy that will benefit a majority of students, those who continue to be disruptive, cause disciplinary incidents, or miss school will necessitate school responses. Discipline with Dignity is a concept based on creating a connection with students so that ultimately they are motivated by the realization that positive behavior will make their lives better. HHS is exploring options for a dignity-based disciplinary system, including:

- An HHS committee headed by the Dean of Students will explore options for a dignity-based disciplinary system featuring a **merit system**. Students will have the opportunity to earn back merits through various avenues including community service with partnering agencies, school beautification assignments, after-school detention, Saturday detention, peer mediation, and conflict resolution.
- **Alternatives to suspension** such as community service at specific partnering agencies, after-school detention, Saturday detention, peer mediation, and conflict resolution. These alternatives ensure that students are not out of school even when a suspension is merited.

The ultimate goal is to restore an opportunity for students to experience discipline with dignity.

Students with Special Needs

The overall approach to school climate transformation is designed to address the needs of all HHS students, including students with special needs. In addition to the components described above, the Committee on Special Education will develop behavior intervention plans for special

needs students who illustrate a pattern of repeated behavioral incidents. These will be monitored by the school social workers and school psychologists.

School Climate Surveys

In order to gauge satisfaction with the school climate, HHS will implement annual student, staff, and parent surveys. Additional information will be gathered informally at Breakfasts with the Principal and other events.

G. Regulatory Flexibility (Variance): The regulations of the Commissioner of Education (8 NYCRR 100.2n) allow the Commissioner of Education to grant a variance from provisions of the Part 100 regulations that will be necessary for a school to implement a program designed to provide excellence in education. In the context of this plan, this proposal narrative serves as the form and format for requesting a variance for educational excellence. If appropriate, identify any specific Part 100 regulation(s) for which a variance is necessary in order to fully implement the school redesign. Describe any specific features and elements of the proposed school redesign that would justify the need for the variance. (Note: A submitted SPSE does not, in and of itself imply the requested variance is approved. NYSED may determine the features of the program can be implemented without the need for a variance. Any variance granted will extend only through the life of the SPSE.)

Physical Education Variance

HHS requests approval to conduct an equivalent physical education and fitness program. This request comes as a result of numerous challenges we are currently facing. Our proposed program differs from the standard regulations as indicated in Part 135 of the Regulations of the Commissioner of Education. The program goals and objectives, student schedule, program activities, and assessment activities are detailed below:

Program Goals and Objectives

The rationale for requesting approval to modify our current physical education program is based on the following critical factors:

- **Large increase in student population** - HHS has a current enrollment of 2,159 students. The student population has increased by 253 students from the previous school year (2013-2014). The escalating influx of students is projected to continue well into the future. The overall enrollment has increased by approximately 400 students over a two year period.
- **Facility constraints** - The high school was built to accommodate approximately 1,500 students. There is only one gymnasium located in the school to conduct physical education classes. A minimum of four physical education classes with up to 200 students are conducted each period.
- **Desire to maximize resources and expand curriculum offerings** - Although space is limited with only one gym for physical education instruction, HHS does have a 25-yard swimming

pool that has not been accessed by students for several years. The current schedule configuration does not allow for a course in swimming.

Student Schedule

Due to the overcrowding during physical education classes, we are proposing that students are scheduled for physical education using a 2:3 flip model over a 10-day cycle for 75 minutes each period. The physical education course will last a semester (approximately 90 days). Students will either be scheduled for physical education during semester one or semester two:

Week	Week 1					Week 2				
Days	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
Student	PE 75 min		PE 75 min		PE 75 min		PE 75 min		PE 75 min	

Students will have 3,375 minutes of instruction based on a 90-day semester model (180-day school year).

Program Activities

- HHS has adopted the SPARKPE curriculum which includes assessments in both English and Spanish.
- Approval of an equivalent program will allow students access to a swim program.
- As a part of the 2015-2016 curriculum, CPR will be introduced to all students through the physical education class.
- For juniors and seniors only: HHS will provide at least one semester of instruction for a half-unit of credit. During the other semester, students may elect to attend a physical education period, participate in interscholastic athletics or out-of-school physical activities occurring beyond the school day (i.e., gymnastics, dance, fitness centers, town sports leagues, etc.) per regulation. All students participating in physical education activities outside of the formal school setting will have a personal physical fitness plan approved by the physical education department and school administration, as well as a profile and log monitored by physical education staff. The school will require parental/guardian signatures attesting to the fact that the student is adhering to the plan.

Assessments

HHS will utilize assessments provided by the SPARKEPE curriculum along with the New York State Skills Rubric for sports skills within physical education.

H. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of

instructional and support strategies that will be employed to meet the needs of these populations.

The high school transformation plan incorporates school-wide strategies designed to meet the needs of all learners so that all student populations are prepared to take college-level courses. By making school-wide shifts in strategy and transforming the high school's educational program, HHS is impacting students from households that are eligible for the free or reduced lunch program, first generation college-goers, students of color, and other people underrepresented in higher education.

This begins in 9th grade with a double dose of ELA and Mathematics for students scoring below grade level, achieving either 1's or 2's on the 8th grade assessments. All students complete Algebra 1 by the end of 9th grade. By the time they graduate, they will have completed coursework in core academic and elective areas that make them, at a minimum, proficient to attend community colleges without the need for remediation. At the same time, students ready for acceleration can complete AP courses and college classes in order to graduate from high school having already amassed a number of college credits.

Supporting the goal of providing a true college opportunity for all students, HHS will ensure that students understand what the requirements are for college, and what is needed to apply to certain postsecondary institutions. This, too, begins in 9th grade, as a part of the Advisory curriculum, student counseling, and family outreach.

These initiatives will strengthen the culture of achievement within the school. Parent workshops held regularly throughout the school year will serve to increase parental knowledge and readiness so that they can help their children make a successful transition to post-secondary opportunities.

Supports for Newcomer Students

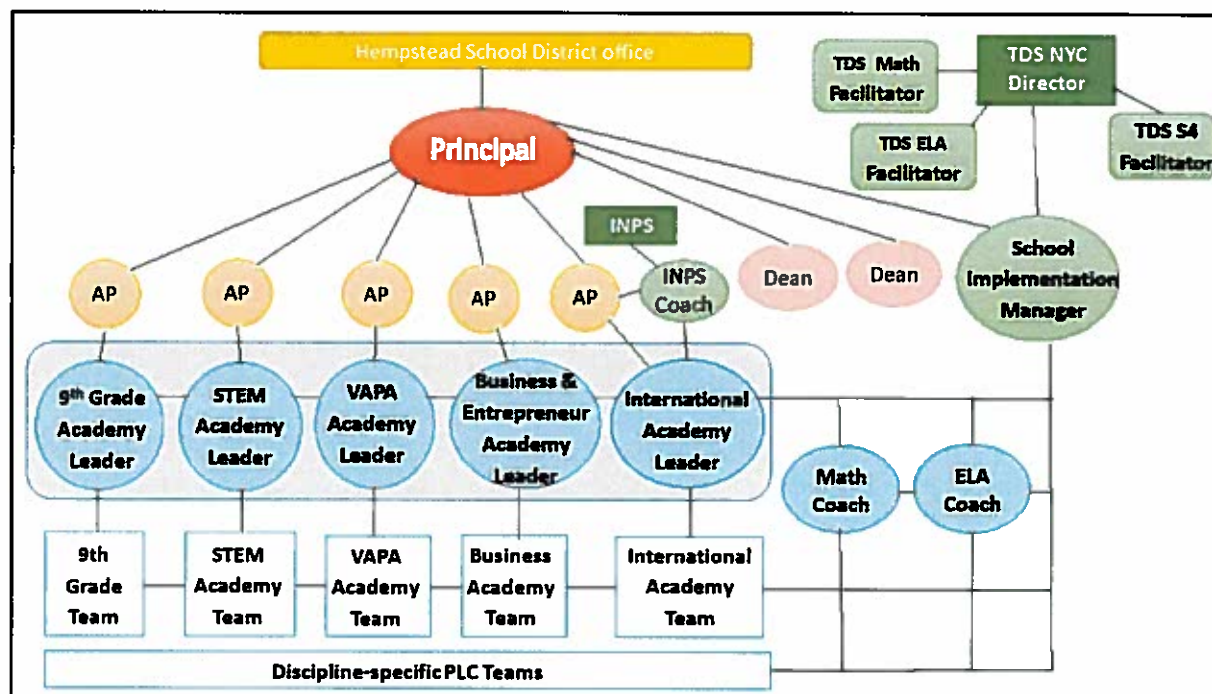
English Language Learners who have been in the country for less than four years, and have scored below a Level 3 in English, will have the choice to enter the International Academy at HHS. This Academy will leverage the INPS educational approach to offer a rigorous academic environment where teachers are supported in implementing exemplar ELL instructional practices. The International Academy will provide the appropriate socio-emotional supports for this population of students. Students at the academy will be able to take the same content courses as their peers in other academies, but will also be able to gain academic language in the same classroom. As a result, students will have the opportunity to obtain academic English through content, thus preventing them from falling behind on graduation requirements.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs. Submit an Organizational Chart that shows the staffing structure and reporting responsibilities for the district and partner organization(s).

Organizational Chart



B. Leadership Positions: The principal selected to lead the new school must have the capabilities to be successful in the particular school setting and school design chosen. Describe the primary responsibilities for each key management position and identify critical skills or experiences necessary to fulfill those responsibilities. If these positions are already filled, provide the resumes or curriculum vitae of these individuals and include the track-record of success in previous schools.

Principal

The following core competencies, selected from the State’s list of qualifications for Priority School leaders, were identified as crucial to the unique needs of HHS:

1. Identifies effective teaching and learning, and conveys to staff the impact of effective teaching and learning to the change process.
2. Develops cohesive improvement plans in collaboration with key stakeholders, informed by a theory of action, current data, and evidence of best practice.

3. Identifies and supports necessary adaptations to make curriculum, programming, and instruction fully accessible to groups such as English Learners and students with disabilities, to positively impact their educational outcomes.
4. Has a clear vision to ensure that all teachers fully implement high quality, deeply rigorous curriculum aligned fully to the Common Core Learning Standards.
5. Demonstrates expertise to implement a whole-school strategy for data driven instruction, based on analysis of periodic common assessments or performance tasks, and supported by appropriate PD in a way that ensures teachers use data to make instructional decisions.
6. Develops/shares a clear vision ensuring all students access resources and supports necessary to put them on the path for college and career readiness.
7. Incorporates data in the development of school policies and procedures; uses data to monitor progress and make adjustments; and to determine success.
8. Understands the need for staff, parents, caregivers and community to be involved in the life of the school as participants with voice and input.

Dr. Stephen Strachan was selected as the new principal of HHS for his track record leading the redesign and turnaround of low-performing, high-poverty, urban inner city schools in New York and Los Angeles. The most recent was Roosevelt High School (RHS) in Long Island, where he applied for and secured a federal Race to the Top grant in the amount of \$5.8 million to implement over three years for school redesign. That process involved engaging partners and implementing SLC's with a block schedule, as well as implementing a Smart Scholars early college high school program. During his tenure at RHS, the graduation rate increased from 58% to 81.3%. Student attendance increased from 87% in 2009 to 94% in 2013. The total number of college credits students earned in high school increased from 244 in 2011 to 1,004 in 2014, and the number of students attending four-year colleges and universities also increased. The school cut the ribbon on a \$67 million new school facility. HHS was removed from the Persistently Low Performing School list after 20 years, and recently came out of State Receivership for the first time in more than a decade.

Prior to that, in Los Angeles, Dr. Strachan led a whole-school redesign—using the SLC structure with a block schedule in partnership with Talent Development—at David Starr Jordan High School in the low-income community of Watts. During his tenure, the school's Academic Performance Index (API)—a school "report card" figure calculated from test results on the California High School Exit Exam (CAHSEE) and STAR test results in ELA, math, science, and history—rose from 468 in 2003 to 543 in 2008, surpassing state targets for multiple years.

Dr. Strachan has 16 years of experience as a high school principal, reflecting training, administration, and program management in uniquely challenging environments. He has led comprehensive, urban high schools with more than 2,200 students; supervised more than 100 teachers, six administrators, and classified personnel; and administered budgets of up to \$10 million. He has managed and balanced a school budget during a budget crisis with minimal loss of staff and school programs. He has a track record of engaging stakeholders including parents, community members, students, and staff around visioning and strategic planning, and

experience implementing comprehensive, data-driven professional development plans designed to build capacity among staff. He is an innovative, visionary leader with the ability to manage a large, complex organization with integrity, and a dedicated professional with a personal commitment to excellence in high school education. This combination of traits and experience make him an excellent choice to lead the whole-school redesign at HHS.

Dr. Strachan earned his doctoral degree in school administration from Chelsea University in England in 2004, graduating Magna Cum Laude. He earned his masters of education in educational management from the University of LaVerne in California in 2011.

School Leadership and Partner Roles

- **Principal and Assistant Principals:** The principal and assistant principals will continue to manage the day-to-day operations of the entire school program, conducting classroom observations to monitor the instructional program, participating in site and district level meetings around instructional initiatives and priorities that directly impact the high school, and developing and implementing school-wide discipline policies and procedures to maintain a safe and orderly campus. Personnel decisions, budgeting, financial management, legal compliance, and special staffing needs are managed by the principal with assistance from the leadership team.
- **Lead Partner:** Talent Development Secondary (TDS) will serve as a Lead Partner managing the transformation process at HHS. A Lead Partner is a specialized organization that coordinates the transformation of low performing schools by providing intensive, embedded support. The Lead Partner will establish a team providing staggered support five days a week at HHS. This team includes but is not limited to the district-hired School Implementation Manager/School Transformation Facilitator (SIM/STF) and TDS regional Instructional Facilitators in ELA and Mathematics, as well as a School and Student Support Services (S4) Facilitator. TDS will provide targeted services and supports in designing and executing a comprehensive school model including scheduling, academic programming, and support services; professional development and technical assistance in instructional strategies, effective teaming, and the use of data to drive instruction and interventions; implementing activities necessary to create a positive learning environment through change management, media relations, and family and community engagement; designing a strong human capital strategy and investing in school staff through recruitment and hiring processes, coaching, professional development and staff incentives; and supporting school operations by coordinating central office services and supporting budgeting and management.
- **Distributed Leadership and School Committees:** HHS will employ a distributed leadership model to help govern school activities and frame the decision-making process. TDS and other partner leaders meet weekly with administrators, teacher leaders, and department representatives to support and guide school leaders and faculty members in this effort. This approach to school leadership and governance acknowledges that schools cannot rely on a single, heroic leader; rather, all members of the school community are, in part, responsible for the success of the school. As Alma Harris and James Spillane explain in a recent

Management in Education article, "Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently, and illuminating the possibilities for organizational transformation."

- **Instructional Leadership Team:** Comprised of TDS staff, school administrators, faculty members, staff, parents, community partners, and students when appropriate. The purpose of this team will be to guide the overall transformation work. The school will create additional sub-committees to address school needs in areas such as operations, professional development, climate and culture, and community engagement. These committees will create a structure and process that is conducive to community involvement and shared accountability. The committees will provide recommendations to the school's leadership team; in other instances, the committee may have decision-making authority.

Key Transformation Personnel

- **TDS School Transformation Facilitator - The School Transformation Facilitator/Implementation Manager (STF/SIM)**, hired by the district, is full-time onsite at HHS and will be trained and supported by TDS to ensure that the TDS model is implemented in the school. Specifically, the STF plans and facilitates common planning time meetings, leads the planning for implementation of career academies, and ensures that team, academy, and whole school TDS events are planned and implemented. The STF provides instructional coaching support in the Freshman Seminar classes and coordinates the reporting and review of weekly EWI data. Serving as a coordinator, the STF is the point person for TDS in the high school.
- **TDS Instructional Facilitators** – TDS instructional facilitators (2) in the areas of English Language Arts and Mathematics provide support to instructional coaches and teachers in specific content areas. Facilitators work with coaches and teachers on planning courses, units, and lessons; demonstrating teaching techniques; and reflecting on current practices. Instructional Facilitators are responsible for maintaining contact with the school instructional coaches on instructional issues and priorities in preparation for and in between monthly TDS technical assistance visits.
- **TDS Support and Student Support Services Facilitator** – This TDS regional facilitator provides support on school climate and classroom management, including PD around the Early Warning Intervention system.
- **The International Academy instructional coach**, from INPS, plays a key role in supporting the International Academy. The instructional coach and specialists will collaborate with the academy leader to develop a professional development plan that meets the specific needs of teachers over time.
- **English Language Arts (ELA) and Mathematics Instructional Coaches (2)** - These full-time content-area leaders, employed by the school district, are focused on providing ongoing, job-embedded PD for language arts and mathematics teachers. The coaches are responsible for maintaining contact with the TDS Instructional Facilitator on instructional issues and priorities in preparation for and between TDS technical assistance visits. The ELA Coach ensures the implementation of the TDS reading and writing programs, assisting all staff members with literacy issues in the classroom. The Math Coach is focused on providing

ongoing, job-embedded professional development for mathematics teachers, ensuring implementation of the TDS math program, and assisting all staff members with math issues in the classroom. Both coaches facilitate the process of designing the core ELA and mathematics curriculum for grades 9-12, and support the school's reading and math labs. As instructional leaders, ELA and Math coaches they must develop and maintain a model classroom, actively participate on the Transformation Team, and attend PD trainings to stay current in content area and pedagogical strategies. Responsibilities include arranging for teachers to participate in interclass visitations; providing assistance with key administrators to develop and update curriculum maps, reviewing and adjusting curriculum as needed to ensure rigor and relevance; assisting in the selection and distribution of resources and materials to support individual student needs; coordinating NY State Regents exams; conducting peer class visitations and providing informal feedback; using evidence from informal classroom walk-throughs to plan for purposeful PD; reviewing and providing feedback on teachers' lesson plans; collecting and analyzing student writing samples as a vehicle to monitor curriculum and their progress toward meeting standards; conducting data analysis of trends from NYS exams and providing strategies for improvement; and mentoring new and struggling teachers in collaboration with the principal.

C. Staffing, Human Resources, and Work Conditions: The principal selected to lead the redesigned school should have the authority to select and assign staff positions in the school, consistent with the school's approved design. Discuss the staffing plan for the school including staffing needs and recruitment strategies. Submit the job descriptions of teachers within the school, describing the critical skills or experiences that teachers should possess. (Description can be general for core teachers). In addition, submit any supporting labor-management documentation such as agreement to create and/or existing thin-contracts or election-to-work agreements, or school-based options that state the conditions for work that match the design needs of the school.

The transformation model requires instructional staff who are rated effective and highly effective on the State's APPR system. Staff must be willing to participate in extensive professional development. They should be enthusiastic about implementing school change for the success of all students. New transformation teachers exhibiting the characteristics described in the previous section are recruited through the OLAS system. Existing staff cannot be transferred, since there is only one high school and one middle school in HUFSD, both identified as Priority Schools. Year 1 staff identified as underperforming through school-based assessments receive intensive support and professional development. Year 1 staff who do not succeed after these supports are provided, or any instructional staff that earns a composite rating of ineffective or developing on the State's APPR system, are placed on an improvement plan with specific goals and objectives that must be reached by an established timeline. These staff members are required to attend school-year and summer professional development programs. Instructional coaches are engaged to work with them around lesson planning and effective instructional delivery. Those who fail despite the intensive supports, as measured by quarterly benchmark assessments and classroom observations by administrators, will be

identified as teachers who must be removed from the high school. The principal will make that recommendation to the superintendent, who, as the designated School Receiver, has the authority to require teachers to reapply for their positions.

The LEA offers programs to incentivize the retention of high-performing staff, including tuition reimbursement for advanced degrees. In addition, effective and highly effective instructional staff will be considered for leadership positions and assignments at the high school, such as Academy Leader, instructional coaches, and leaders of professional development and Professional Learning Communities. They will be given the opportunity to pursue additional, district-sponsored professional development. HHS will implement scholarships for teachers interested in pursuing National Board Certification as part of the transformation plan.

Transformation Teachers

In addition to training existing teachers to implement the transformation process as members of a theme-based academy, HHS is recruiting transformation teachers selected because they have demonstrated success 1) in the core content areas; and 2) working in urban inner city schools, where they have gained practice supporting the unique needs of a diverse student population. HHS will recruit transformation teachers, locally and nationally, through the OLAS system. The school aims to bolster teacher retention by providing new teacher training, access to local and state professional development opportunities, and mentor teachers to assist and support new teachers so they are successful at HHS.

Academy Leaders

Academy Team Leaders are committed teacher leaders who help create a team identity, set goals, meet regularly with their team's teachers, participate in scheduling of their students and teachers, handle team discipline, keep team files and plan field trips, team ceremonies, and other activities. Team Leaders are teachers who are committed to helping students become successful. Qualifications and core competencies for Academy Team Leaders include: 1) a minimum of three years of satisfactory teaching experience; 2) a record of satisfactory attendance not to exceed seven absences within each of the last two school years, except for mitigating circumstances; 3) demonstrated knowledge of best practices, standards-driven instruction, and assessment; 4) willingness to work successfully in team building and motivation; 5) good interpersonal skills; 6) must be a member of the 2015-2016 Academy; 7) should have experience in a leadership position.

Smart Scholars Coordinator

The Smart Scholars program coordinator handles the school-based management of the Smart Scholars early college high school program. The position involves forming partnerships with institutions of higher education (IHE) and community organizations; ensuring ongoing engagement in college coursework, tutoring, advising, effective strategies for time management, study skills and communication; embedding enrichment opportunities such as

SAT/ACT prep; facilitating the Memorandum of Understanding between HHS and the IHE's; promoting a district-wide college-going culture; arranging workshops on financial literacy and financial aid; ensuring support from partner college faculty on classroom instruction; facilitating a curriculum planning committee; collaborating with the master scheduler to include college courses in the HHS schedule; facilitating the ongoing recruitment of at-risk and underrepresented students; logistics such as transportation to the college; securing meals and materials for courses; ensuring fidelity of implementation; evaluating courses and transferability of college credit; assessment and maintenance of data; addressing program issues; overseeing expenditures; and reporting.